# FAST FORWARD

## 5-Year Post-Secondary Graduate Follow-Up Study

DEPARTMENT OF YOUTH SERVICES AND POST-SECONDARY EDUCATION

Canada

NEWFOUNDLAND AND LABRADOR
TERRE-NEUVE ET LABRADOR

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## A Message From the Minister

I am pleased to present ***Fast Forward: The Report of the Five-Year Post-Secondary Graduate Follow-Up Study***. To achieve a vibrant and successful future, it is important that the youth of this province make sound and informed post-secondary choices. While previous studies of post-secondary graduates examined their short-term employment outcomes, this report is designed to address the growing need for high-quality labour market information on the long-term outcomes of post-secondary graduates.

***Fast Forward*** highlights the results of a study conducted by the Department of Youth Services and Post-Secondary Education in 2000-2001 to determine the labour market outcomes of 1995 post-secondary graduates, five to six years after graduation. It provides information on graduate employment and earning outcomes, the relationship of education to employment, graduate satisfaction with employment, further education since graduating, sources of funding for post-secondary education and out-migration.

The findings of this report indicate that the outcomes of 1995 post-secondary graduates are quite favourable five years after graduation. Overall, the majority of graduates were employed in full-time jobs that were directly or indirectly related to their post-secondary education. Graduates of longer programs in particular showed extremely positive outcomes, with greater full-time employment and higher wages.

I am confident that you will find ***Fast Forward*** to be an excellent information resource for career planning. I encourage parents, educators, career counsellors, and program administrators to use the findings of this report to encourage our youth to make informed decisions about their post-secondary choices. Most importantly, students will find this information invaluable for understanding what to expect after graduation. I invite you to view this publication on the Department of Youth Services and Post-Secondary Education Web site at **www.gov.nl.ca/youth**.

John Ottenheimer

JOHN OTTENHEIMER, MHA
St. John's East District
Minister of Youth Services and Post-Secondary Education

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# EXECUTIVE SUMMARY

## OVERVIEW

The purpose of this report is to study the success of the post-secondary graduates of 1995 in making a transition to the labour market five to six years after graduation. These graduates were first surveyed 18 months after they graduated. The results show there were marked differences in employment outcomes for graduates from different institution types, and from programs of different length. The current study investigated whether, given more time to become established, graduates from all sectors eventually realized the employment and earnings benefits from their education.

These graduates faced many challenges. In 1996, unemployment levels were high in the Province (19.4%) as compared to the Canadian average (9.4%), influenced by the groundfish moratorium imposed in 1992, and a slower than normal national economy. This high unemployment level would cause graduates to consider moving out of the province. Rising tuition rates and other increased costs led to changes in the provincial student loan program which allowed students to borrow higher amounts, and therefore accumulate higher student debt.

For graduates of 1995, the post-secondary education environment from which they had come had recently experienced a number of changes. Many graduates had received training under The Atlantic Groundfish Strategy (TAGS), the income support and skills development program for displaced fishery workers. The training component of this program resulted in a significant increase in the number of private colleges and increased enrolment in both public and private post-secondary institutions.

## KEY FINDINGS

Eighty-six percent (86%) of 1995 graduates were employed at the time of the 2000-2001 survey, an increase from 68% employed in June 1996. The majority (71%) were employed full-time in jobs directly or indirectly related to their education.

Full-time employment was higher for graduates who left the province (88%) than those remaining in the province (73%). However, with the exception of private college one-year program graduates, those who chose to remain in the province had more success in finding a full-time job related to their education.

Graduates of programs of longer duration had better employment rates than other programs. Five to six years after graduation, 93% of graduates of two- and three-year public college programs indicated they were employed compared to 83% of graduates of public college one-year

programs and 81% and 78%, respectively, of graduates of private college one-year and two-year programs. Likewise Memorial's undergraduate (88%) and master's (92%) program cohorts reported high employment in 2000-2001.

The majority of employed graduates (79%) reported having permanent jobs, while 12% reported working at a temporary job and 9% in seasonal jobs.

Less than half of unemployed respondents were actively seeking work due largely to family responsibilities (27%) and the pursuit of further education (23%).

1995 graduates across all sectors reported higher wages in 2000-2001 than in 1996. Graduates from Memorial University master's program reported the highest wages (75% earning greater than $800 weekly) while graduates from private college one-year and two-year (37% and 31% earning less than $320, respectively) programs reported the lowest wages.

Males generally reported higher wages than females. Respondents living outside the province also earned higher wages than those in the province.

Most respondents reported they were satisfied overall with their work (95%) and their wages (80%).

Fifty-five percent (55%) of respondents reported they were willing to move to improve their job prospects. Those who were not willing to move most commonly cited family responsibilities as the main reason.

One in four 1995 graduates had undertaken further educational pursuits with most pursuing a diploma or certificate (62%).

Varying significantly by sector, the sources of post-secondary funding most frequently used by 1995 graduates included government student loans (44%), personal earnings (36%), and government programs, primarily HRDC and TAGS (33%).

Sixty-one percent (61%) of respondents who had used government student loans still had an outstanding balance five to six years after graduation, averaging $12,867. Just over one-third (36%) reported having difficulty repaying their government student loans.

# 1. INTRODUCTION

## 1.1 PURPOSE OF THE STUDY

The main objective of *Fast Forward: 5-Year Post-Secondary Graduate Follow-Up Study* is to provide current and detailed information about 1995 post-secondary graduates in Newfoundland and Labrador based on information provided by the graduates themselves. This report describes the current labour market situations of the graduates, the relationship of their education to their employment, their further education since graduating in 1995, the sources of funding used to finance their education and the status of loan repayment. The 1995 graduates were first surveyed in 1996-1997, approximately 18 months after graduation. This second follow-up study, completed five years after the initial study, provides a more complete picture of graduates' transition to the labour market. Students, parents, guidance counsellors, personnel from post-secondary institutions and federal and provincial government officials should find this information valuable.

Graduates of 1995 were defined as those who completed the requirements for a degree, diploma or certificate at any point between September 1, 1994 and August 31, 1995 from public and private institutions in Newfoundland and Labrador. They include graduates of:

- Memorial University's programs leading to bachelor's, master's, or specialized certificates or diplomas;
- the Marine Institute of Memorial University programs leading to diplomas, advanced diplomas, and certificates;
- public college one-year, two-year, and three-year diploma or certificate programs;
- private college one-year and two-year diploma or certificate programs; and,
- schools of nursing.

Post-secondary graduates excluded from this study consist of:

- graduates of Adult Basic Education (ABE) from public and private colleges;
- those in apprenticeship programs;
- those who completed "continuing education" courses that did not lead to a diploma or certificate; and,
- those who completed vocational programs of less than a three-month duration.

## 1.2 METHODOLOGY

Surveys of graduates of 1995 were conducted by Statistics Canada and the Department of Youth Services and Post-Secondary Education separately in 1996-1997 and a follow-up survey was conducted by both parties again in 2000-2001. This enabled comparison over time with respect to employment outcomes, wages, relationship of education to job, and any further educational endeavours. Statistics Canada surveyed graduates in universities and public college institutions across Canada in 1997 and subsequently contacted these same respondents in 2000. With the exception of nursing schools, the Department of Youth Services and Post-Secondary Education surveyed graduates from all post-secondary institutions in Newfoundland and Labrador in 1996. In 2001, due to the surveying efforts of Statistics Canada, the Department surveyed only the respondents from private training institutions.

The survey instrument used by the Department for the second study of private college graduates was designed to produce comparable results to the Statistics Canada survey. The survey conducted by the Department was done six years after graduation. Thus, private college graduates had one more year in the labour market to establish themselves prior to being surveyed.

Institutional sectors were defined in order to allow comparisons among college and university, public and private college and short and longer duration programs. Memorial University graduates were divided into two categories: undergraduate degrees and master's degrees. Graduates from doctoral programs were not included because their numbers were relatively small. Marine Institute graduates were included in the public college data initially and this was done again in 2001. To enable appropriate comparisons, college graduates were considered to be in one of four groups: public college one-year programs, public college two- and three-year programs, private college one-year programs and private college two-year programs. The public college two- and three-year programs also include nursing schools as they existed in 1995 while Bachelor of Nursing graduates are included with Memorial Undergraduates. (See Appendix A for list of institutions included.)

The overall response rate was 26% for graduates contacted in 2000-2001, however the response rate varied greatly by cohort. Almost one-quarter (24%) of Memorial University's undergraduates and just over half (51%) of the university's master's graduates completed the survey. For public college one-year program graduates and two- and three-year program graduates the response rates were 20% and 42%, respectively. The response rate for the private college one-year program graduates was 31% and 24% of private college two-year program graduates completed the survey.

Table 1.2a shows the number of graduates and respondents for the surveys in 1997 and 2000 by Statistics Canada and Table 1.2b shows the number of graduates and respondents for the surveys in 1996 and 2001 by Youth Services and Post-Secondary Education.

**Table 1.2a Number of Graduates and Number and Percentage of Respondents for the Surveys Conducted in 1997 and 2000 by Statistics Canada**

| | Graduates 1995 | Sample of Graduates 1995 | Respondents 1997 | | Respondents 2000 | | Respondents Overall |
|---|---|---|---|---|---|---|---|
| | # | # | # | % of 1995 Graduates | # | % of 1997 Respondents | % of 1995 Graduates |
| Memorial Undergraduate | 2127 | 991 | 803 | 37.8 | 514 | 64.0 | 24.2 |
| Memorial Master's | 305 | 281 | 222 | 72.8 | 154 | 69.4 | 50.5 |
| Public College 1 Year | 3169 | 1604 | 941 | 29.7 | 640 | 68.0 | 20.2 |
| Public College 2-3 Year | 844 | 701 | 482 | 57.1 | 350 | 72.6 | 41.5 |
| Private College 1 Year | X | X | X | X | X | X | X |
| Private College 2 Year | X | X | X | X | X | X | X |
| **Total** | **6445** | **3577** | **2448** | **38.0** | **1658** | **67.7** | **25.7** |

(X denotes graduates not surveyed)

The Statistics Canada survey of university and public college graduates in Canada was developed and conducted solely by Statistics Canada. Statistics Canada collected contact information directly from the institutions for the survey in 1997 and initially drew a representative sample from each institutional sector. They used the contact information collected from that survey to attempt to contact the graduates again in 2000. Telephone directories, city directories, alumni lists, and contact information from professional associations and local taxation offices were also used if the contact information was not current. (The survey was conducted from May to July of 2000). Information on Newfoundland and Labrador graduates collected by Statistics Canada was shared with the Department of Youth Services and Post-Secondary Education, Government of Newfoundland and Labrador.

**Table 1.2b Number of Graduates and Number and Percentage of Respondents for the Surveys Conducted in 1996 and 2001 by the Department of Youth Services & Post-Secondary Education**

| | Graduates 1995 | Respondents 1996 | | Respondents 2001 | | Respondents Overall |
|---|---|---|---|---|---|---|
| | # | # | % of 1995 Graduates | # | % of 1996 Respondents | % of 1995 Graduates |
| **Memorial Undergraduate** | 2105 | 1482 | 70.4 | X | X | X |
| **Memorial Master's** | 278 | 159 | 57.2 | X | X | X |
| **Public College 1 Year** | 1380 | 780 | 56.5 | X | X | X |
| **Public College 2-3 Year** | 1157 | 755 | 65.3 | X | X | X |
| **Private College 1 Year** | 1199 | 720 | 60.1 | 376 | 52.2 | 31.4 |
| **Private College 2 Year** | 811 | 456 | 56.2 | 196 | 43.0 | 24.2 |
| **Total** | **6929** | **4352** | **62.8** | **572** | **48.6** | **28.5** |

(X denotes graduates not surveyed)

The Department of Youth Services and Post-Secondary Education developed and conducted the survey of private college graduates in 2001 in consultation with Statistics Canada in order to produce comparable results to the Statistics Canada survey. The interviewers attempted to contact all private college graduates who responded to the 1996 survey. Since the contact information was not recent in some cases, the use of telephone directories and online search techniques (Canada411.ca) were used to locate graduates. The survey was conducted from October to December of 2001 using Computer Assisted Telephone Interviewing (CATI) technology.

Unless otherwise noted, all results presented are from the data collected in 2000 by Statistics Canada for the Memorial University undergraduates, Memorial University master's graduates, public college one-year program graduates, and public college two- and three-year program graduates, and from the data collected in 2001 by the Department for the private college one-year and two-year program graduates.

# 2. DEMOGRAPHIC PROFILE OF RESPONDENTS

## 2.1 GENDER AND AGE

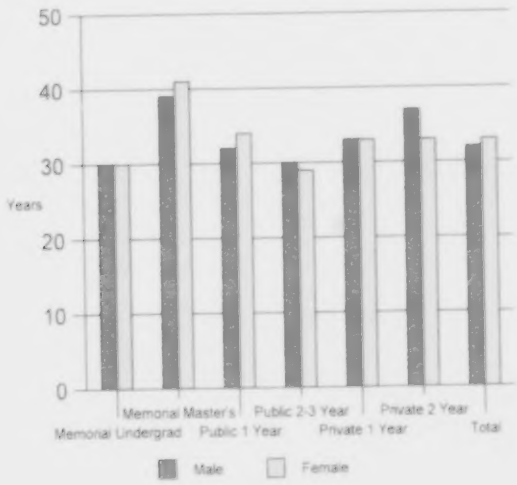
As shown in Table 2.1, of respondents from the Statistics Canada and Youth Services and Post-Secondary Education surveys conducted in 2000-2001, 56% were female while 44% were male. When these results are compared to the original 1995 graduates, the ratio of females to males is similar for all sectors. In general, there are more females than males who graduated from private college one-year and two-year programs, and Memorial University undergraduate and master's programs. In contrast, more males than females graduated from public college one-year programs, while the numbers of males and females are from the public college two- and three-year programs are comparable.

**Table 2.1 Percentage of Graduates of 1995 (n=6900) and Respondents of 2000-2001 (n=2230)**

| | | Graduates 1995 | Respondents 2000-2001 |
|---|---|---|---|
| | | % | |
| Memorial Undergraduate | Female | 58 | 58 |
| | Male | 42 | 42 |
| Memorial Master's | Female | 56 | 58 |
| | Male | 44 | 42 |
| Public College 1 Year | Female | 34 | 45 |
| | Male | 66 | 55 |
| Public College 2-3 Year | Female | 48 | 50 |
| | Male | 52 | 50 |
| Private College 1 Year | Female | 65 | 66 |
| | Male | 35 | 34 |
| Private College 2 Year | Female | 70 | 77 |
| | Male | 30 | 23 |
| Total | Female | 54 | 56 |
| | Male | 46 | 44 |

As of December 31, 2000, the average age of female respondents was 33 while the average age of male respondents was 32 (Figure 2.1). Graduates from Memorial University master's program reported the highest average ages with 41 years for female respondents and 39 years for male respondents. Public college two- and three-year program respondents and Memorial University undergraduate respondents had similar average ages and were the youngest of the respondents.

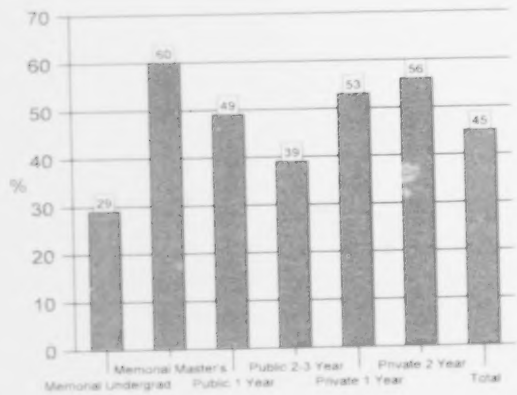
**Figure 2.1 Average Age of Respondents by Sector (n=2230)**




## 2.2 DEPENDENT CHILDREN

As shown in Figure 2.2, 45% of respondents indicated they had at least one dependent child at the time of survey. Given the greater average age of Memorial University master's graduates, it is not surprising that the highest percentage of respondents (60%) who indicated they had at least one dependent child were from this group. The lowest reported percentage of respondents (29%) with at least one dependent child was for Memorial University undergraduates who, as noted previously, had the lowest average age.

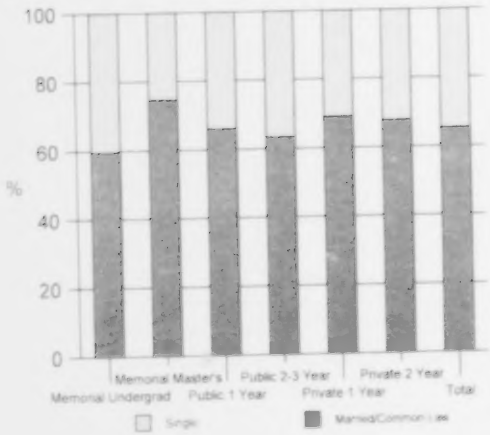
**Figure 2.2 Percentage of Respondents With at Least One Dependent Child (n=2227)**




## 2.3 MARITAL STATUS

Overall, fifty-five percent (55%) of all respondents reported they were married at the time of survey, 10% reported they were in a common-law relationship and 30% of respondents reported they were single (Figure 2.3). A small percentage reported being divorced (3%), separated (1%), or widowed (1%).

**Figure 2.3 Marital Status of Respondents at Time of Survey by Sector (n=2218)**




There is little difference in marital status among most institutional sectors, with the exception of Memorial University master's respondents. For this cohort, 75% reported they were married or in a common-law relationship at time of survey. This cohort also had the lowest reported percentage of single respondents (15%) and the highest of those divorced (8%).

## 2.4 PROVINCE OF RESIDENCE

Five to six years after graduation it can be expected that most of the 1995 graduates will have established roots in one place or another. As shown in Table 2.4a and 2.4b, the majority (72%) of all survey respondents resided in Newfoundland and Labrador in 2000-2001, while 28% of respondents lived out of the province. Of those living out of the province, the most popular provinces were: Ontario (10%), Alberta (8%), Nova Scotia (4%) and British Columbia (3%). For Memorial University undergraduate, Memorial University master's, and private college one-year and two-year program respondents, out-migration to Ontario was the most common. Alberta was the most common destination for public college one-year program respondents while public college two- and three-year program graduates found the provinces of Ontario and Alberta almost equally attractive.

**Table 2.4a Number of Respondents Residing in Newfoundland and Labrador or Outside the Province at Time of Survey 2000-2001 by Province, United States, or Other (n=2036)**

| | NL | NS | PE | NB | QC | ON | MB | SK | AB | BC | YT | NT | NU | US | Other |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Memorial Undergraduate | 276 | 21 | 2 | 7 | 8 | 76 | 2 | 1 | 33 | 12 | 0 | 3 | 3 | 12 | 2 |
| Memorial Masters | 119 | 3 | 0 | 1 | 1 | 12 | 1 | 2 | 1 | 3 | 0 | 0 | 0 | 1 | 0 |
| Public College 1 Year | 365 | 27 | 1 | 7 | 1 | 40 | 3 | 3 | 62 | 21 | 0 | 1 | 0 | 5 | 0 |
| Public College 2-3 Year | 206 | 16 | 1 | 5 | 0 | 38 | 4 | 1 | 35 | 17 | 0 | 1 | 1 | 6 | 1 |
| Private College 1 Year | 324 | 6 | 1 | 2 | 0 | 20 | 0 | 0 | 14 | 2 | 0 | 0 | 1 | 1 | 0 |
| Private College 2 Year | 167 | 2 | 2 | 1 | 0 | 11 | 1 | 0 | 9 | 1 | 1 | 0 | 0 | 0 | 0 |
| **Total** | 1457 | 75 | 7 | 23 | 10 | 197 | 11 | 7 | 154 | 56 | 1 | 5 | 5 | 25 | 3 |

The highest reported percentages of respondents residing outside the province are Memorial University undergraduates (40%), followed closely by respondents from public college two- and three-year programs (38%) and public college one-year programs (32%) (Table 2.4b). Respondents from private college two-year (14%) and private college one-year (13%) programs report the lowest percentages of graduates residing out of the province.

**Table 2.4b Number and Percentage of Respondents Residing in Newfoundland and Labrador or Outside the Province at Time of Survey 2000-2001 (n=2036)**

| | Newfoundland & Labrador | | Outside the Province | |
|---|---|---|---|---|
| | # | % | # | % |
| **Memorial Undergraduate** | 276 | 60 | 182 | 40 |
| **Memorial Masters** | 119 | 83 | 25 | 17 |
| **Public College 1 Year** | 365 | 68 | 171 | 32 |
| **Public College 2-3 Year** | 206 | 62 | 126 | 38 |
| **Private College 1 Year** | 324 | 87 | 47 | 13 |
| **Private College 2 Year** | 167 | 86 | 28 | 14 |
| **Total** | **1457** | **72** | **579** | **28** |

# 3. ACTIVITIES AT TIME OF SURVEY

## 3.1 ACTIVITIES AT THE TIME OF THE 2000-2001 SURVEY

Overall, 86% of the post-secondary graduates of 1995 were employed, 7% were unemployed and 3% were in school during the latest survey period. As shown in Figure 3.1, the percentage of employed graduates increased 18 percentage points since the initial 1996 survey, while at the same time the percentage of unemployed graduates decreased by 10 percentage points. There were also fewer graduates (3% compared to 9%) enrolled in further post-secondary studies in 2000-2001 than in 1996 indicating that most graduates who chose to further their educational attainment did so soon after graduation. The remaining 4% of the respondents grouped into the "Other" category had made a conscious decision to stay at home, are disabled and not working, or are retired.

A slightly higher percentage of males (70%) were employed compared to females (67%) while a similar percentage of males and females reported being unemployed or in school pursuing further education.

The 1995 graduates from public college two- and three-year programs and Memorial University's master's program enjoyed the greatest employment rates (full-time and part-time employment) in 2000-2001 at 94% and 92%, respectively. For the public college two- and three-year program cohort, this was a substantial improvement over their employment performance in 1996. In fact, as shown in Figure 3.1, all sectors showed improvement over the five to six years since they had last been surveyed with the employment rate for one-year private college program graduates showing the greatest increase, 23 percentage points. It should be noted that 23.7% of graduates indicated that they had engaged in further studies since completing their initial training in 1995 (see Chapter 7). There was a notable disparity between the employment rates between male and female graduates for public and private one-year programs (see Table 3.1).

As would be expected with improvements in the employment rate among all sectors, there was also a decrease in the rate of unemployment for 1995 graduates in 2000-2001. Graduates of the one-year private college programs showed the greatest reduction in unemployment (16 percentage points) followed closely by the public college one-year (-14) and public college two- and three-year (-13) program graduates.

There were considerably fewer graduates who had returned to school to pursue further studies particularly in the Memorial University undergraduate cohort where only 5% reported being in school in 2000-2001 compared to 16% in 1996. This is to be expected in the natural progression of learning in a university setting where many undergraduates choose to enter master's or advanced diploma programs after receiving their baccalaureate degree.

Of the 2000-2001 survey respondents, a smaller percentage (4%) reported being engaged in "other" activities than the 1996 survey respondents (6%).

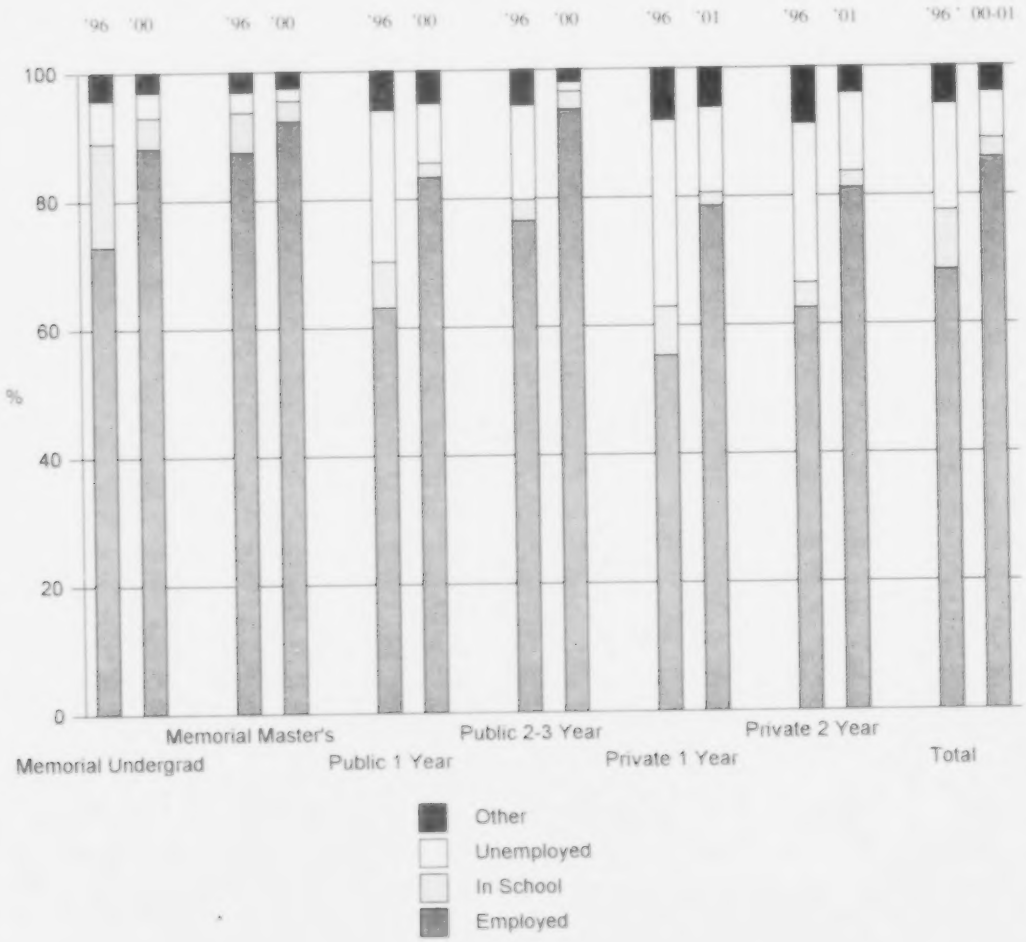



**Figure 3.1 Activities of 1995 Post-Secondary Graduates at Time of Survey in 1996 and 2000-2001 by Sector (n=4351 and n=2230, respectively)**

**Table 3.1 Activities at Time of Surveys (June 1996 and 2000-2001) of 1995 Post-Secondary Respondents by Sector and Gender (n=4351 in 1996 and n=2230 in 2000-2001)**

| | | Employed | | | Unemployed | | | In School | | | Other | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Female % | Male % | Total % | Female % | Male % | Total % | Female % | Male % | Total % | Female % | Male % | Total % |
| Memorial Undergraduate | 1996 | 72.0 | 74.0 | 72.8 | 7.8 | 5.0 | 6.7 | 15.7 | 16.9 | 16.2 | 4.5 | 4.0 | 4.3 |
| | 2000 | 87.7 | 88.8 | 88.1 | 4.3 | 3.3 | 3.9 | 4.3 | 5.6 | 4.9 | 3.7 | 2.3 | 3.1 |
| Memorial Master's | 1996 | 86.7 | 88.4 | 87.4 | 2.2 | 4.4 | 3.1 | 5.6 | 7.3 | 6.3 | 5.6 | 0.0 | 3.1 |
| | 2000 | 93.3 | 90.8 | 92.2 | 2.3 | 1.5 | 2.0 | 2.3 | 4.6 | 3.3 | 2.3 | 3.1 | 2.6 |
| Public College 1 Year | 1996 | 58.5 | 65.8 | 63.1 | 25.5 | 22.4 | 23.6 | 5.8 | 8.0 | 7.2 | 10.2 | 3.7 | 6.2 |
| | 2000 | 76.8 | 88.6 | 83.3 | 12.1 | 6.8 | 9.2 | 2.4 | 2.3 | 2.3 | 8.7 | 2.3 | 5.2 |
| Public College 2-3 Year | 1996 | 72.3 | 80.4 | 76.4 | 17.7 | 11.8 | 14.7 | 2.4 | 4.2 | 3.3 | 7.5 | 3.7 | 5.6 |
| | 2000 | 93.1 | 94.3 | 93.7 | 1.2 | 1.7 | 1.4 | 2.3 | 3.4 | 2.9 | 3.5 | 0.6 | 2.0 |
| Private College 1 Year | 1996 | 56.0 | 53.7 | 55.2 | 29.0 | 29.2 | 29.1 | 5.8 | 11.6 | 7.7 | 9.3 | 5.6 | 8.1 |
| | 2001 | 74.9 | 85.3 | 78.5 | 15.0 | 10.1 | 13.3 | 1.6 | 3.1 | 2.1 | 8.5 | 1.6 | 6.1 |
| Private College 2 Year | 1996 | 64.8 | 55.9 | 62.5 | 21.6 | 33.9 | 24.8 | 3.0 | 6.8 | 4.0 | 10.7 | 3.4 | 8.8 |
| | 2001 | 81.3 | 80.4 | 81.1 | 13.3 | 8.7 | 12.2 | 2.7 | 2.2 | 2.6 | 2.7 | 8.7 | 4.1 |
| **Total** | **1996** | **66.8** | **70.1** | **68.2** | **17.3** | **15.6** | **16.6** | **8.4** | **10.4** | **9.3** | **7.5** | **3.9** | **5.9** |
| | **2000-2001** | **83.0** | **89.0** | **85.7** | **8.7** | **5.3** | **7.2** | **2.7** | **3.5** | **3.1** | **5.5** | **2.2** | **4.1** |

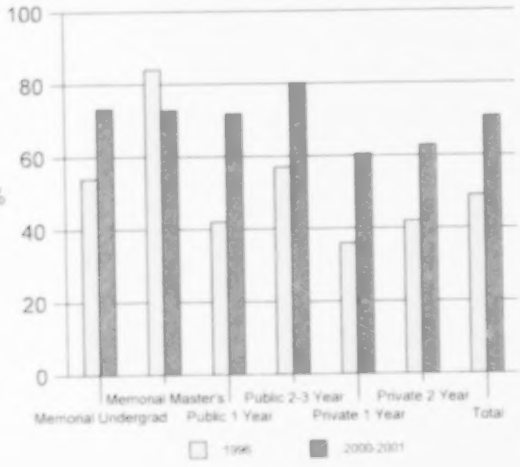
The employed category includes those employed full-time or part-time and those on temporary lay off or on leave.

## 3.2 FULL-TIME EMPLOYMENT

The expectation of most post-secondary graduates is that they will find full-time employment (more than 30 hours/week) after graduation. Unfortunately, this is not always the case as illustrated in Figure 3.2 where only 49% of 1995 graduate respondents reported being in full-time jobs when surveyed in 1996, approximately 18 months after graduation.

In 2000-2001, five to six years after graduation, the percentage of graduates in full-time positions had increased to 71%, a 22 percentage point increase. While the percentage of graduates in full-time employment had increased across all sectors, the greatest percentage increase was in the attainment of full-time jobs by graduates of public and private college programs where, on average, performance improved by 26 and 22 percentage points, respectively. Memorial University undergraduates also showed increased full-time employment with the level rising from 54% in 1996 to 73% in 2000-2001. Only the Memorial master's cohort showed a decrease in full-time employment.

**Figure 3.2 Percentage of Respondents Who Are Working Full-Time at Time of Survey in 1996 and 2000-2001 (n=2959 and n=1903, respectively)**

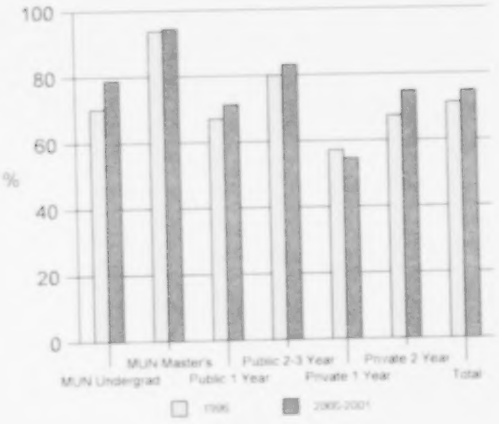



### 3.2.1 RELATIONSHIP OF FULL-TIME EMPLOYMENT TO TRAINING

Most graduates expect to find full-time jobs that are related to their field of study especially having attained accreditation in specific educational areas (e.g. engineering, information technology, teaching). In 1996, 71% of survey respondents who were in full-time jobs indicated that the positions they held were directly or indirectly related to their educational training (Figure 3.2.1). Graduates from Memorial's master's program had the greatest success with 94% reporting that they were in training-related positions while only 57% of graduates from private

college one-year programs stated this was the case. By 2001, three-quarters (75%) of respondents reported that they were in training-related positions with graduates from Memorial University undergraduate programs (+9) and private college two-year programs (+7) showing the greatest percentage point change. This increase may be due, in part, to graduates engaging in further programs since graduation (see Chapter 7). However, full-time, training-related employment decreased slightly to 55% for graduates of private college one-year programs; it is noteworthy that the private college cohort also reported being less mobile (see Chapter 2) than other cohorts and may have taken jobs unrelated to their training to remain in the Province.

**Figure 3.2.1 Percentage of Respondents Who Reported Their Full-Time Job Was Related to Their Education (n=2133 in 1996 and n=1511 in 2000-2001)**




## 3.2.2 LOCATION OF FULL-TIME EMPLOYMENT

Where post-secondary graduates choose to work after graduation is largely a measure of their ability to find full-time employment in their location of choice and the wages associated with that employment (see Chapter 4.8). Overall, a higher percentage of 1995 graduates who left the Province (88%) had full-time employment than their counterparts who chose to remain in the Province (73%). As shown in Table 3.2.2a, public college two- and three-year program graduates were the one exception with higher full-time employment for those working in the Province (85%) compared to those working out of the Province (83%).

However, with the exception of private college one-year program graduates, those who chose to remain in the Province had slightly more success in finding full-time employment related to their educational training (Table 3.2.2b). Of note are the public college two- and three-year programs where four out of five graduates working in the province found full-time training-related employment.

Pursuing further education or training was a factor for 1995 graduates currently working out-of-province in finding full-time, training-related employment. This is especially true of private college one-year program graduates - 69% of those working out-of-province who found full-time training-related employment had taken further training since graduating in 1995.

**Table 3.2.2a Respondents with Full-Time Employment in 2000-2001 By Sector and Location**

| | Employed Respondents in Newfoundland & Labrador | | | Employed Respondents Outside Newfoundland and Labrador | | |
|---|---|---|---|---|---|---|
| | Total Employed # | Full-Time Employed # | Full-Time as a % of Total Employed | Total Employed # | Full-Time Employed # | Full-Time as a % of Total Employed |
| **Memorial Undergraduate** | 276 | 215 | 77.9 | 180 | 161 | 89.4 |
| **Memorial Master's** | 119 | 90 | 75.6 | 25 | 22 | 88.0 |
| **Public College 1 Year** | 365 | 303 | 83.0 | 171 | 156 | 91.2 |
| **Public College 2-3 Year** | 206 | 176 | 85.4 | 125 | 104 | 83.2 |
| **Private College 1 Year** | 322 | 181 | 56.2 | 49 | 43 | 87.8 |
| **Private College 2 Year** | 167 | 99 | 59.3 | 28 | 23 | 82.1 |
| **Total** | **1455** | **1064** | **73.1** | **578** | **509** | **88.1** |

**Table 3.2.2b Graduates of 1995 with Full-Time, Training-Related Employment in 2000-2001 Having Taken Further Training or Retrained Since 1995 by Sector and Location of Employment (n=1573)**

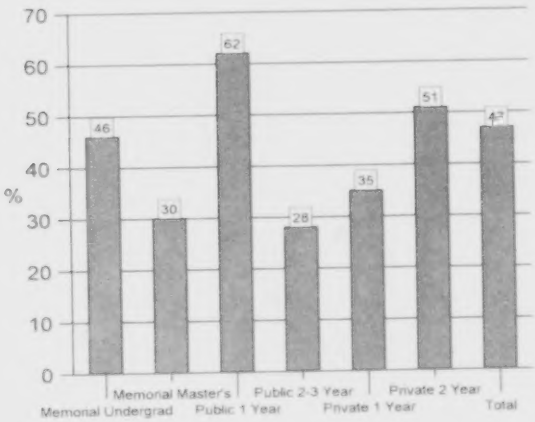
| | Respondents with Employment In Newfoundland and Labrador | | | Respondents with Employment Outside of Newfoundland and Labrador | | |
|---|---|---|---|---|---|---|
| Initial Sector of Study | FT As a % of Total Employed | FT Training-Related as a % of Full-Time Employed | Further Training or Retrained as a % of FT Training-Related | FT As a % of Total Employed | FT Training-Related as a % of Full-Time Employed | Further Training or Retrained as a % of FT Training-Related |
| Memorial Undergraduate | 77.9 | 75.3 | 30.2 | 89.4 | 75.2 | 33.9 |
| Memorial Master's | 75.6 | 93.3 | 7.1 | 88.0 | 77.3 | 29.4 |
| Public College 1 Year | 83.0 | 66.7 | 14.4 | 91.2 | 63.5 | 24.2 |
| Public College 2-3 Year | 85.4 | 83.0 | 19.2 | 83.2 | 77.9 | 12.3 |
| Private College 1 Year | 56.2 | 53.0 | 39.6 | 87.8 | 60.5 | 69.2 |
| Private College 2 Year | 59.3 | 74.7 | 35.1 | 82.1 | 73.9 | 41.2 |
| **Total** | **73.1** | **71.8** | **23.0** | **88.1** | **70.9** | **29.1** |

## 3.3 UNEMPLOYED AND CURRENTLY SEEKING EMPLOYMENT

Less than half (47%) of the respondents who reported they were unemployed at the time of survey also reported they were actively seeking work (Figure 3.3). The public college one-year program graduates were the most active of this group with 62% looking for a job while only 30% of Memorial University master's respondents and 28% of public college two- and three-year program respondents reported they were actively seeking work in 2000-2001.

Generally, a higher percentage of unemployed males (56%) than females (43%) from all sectors were actively looking for work. Two-thirds of those seeking employment were aged 25 to 40 with the largest segment (36%) in the 25 to 29 year age cohort.

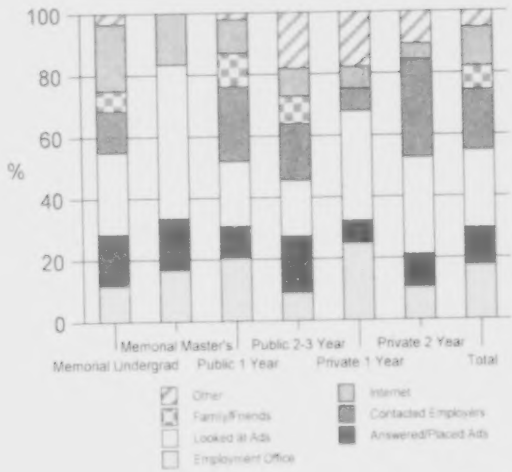
**Figure 3.3 Unemployed Graduates Actively Looking for Work by Sector (n=308)**




### 3.3.1 METHOD USED TO FIND EMPLOYMENT

As shown in Figure 3.3.1, the main methods used by unemployed graduates to find employment were reviewing job ads (25%), direct contact with employers (20%), and frequenting employment offices (18%).

**Figure 3.3.1 Methods Used by Unemployed Respondents Seeking Work (n=261)**

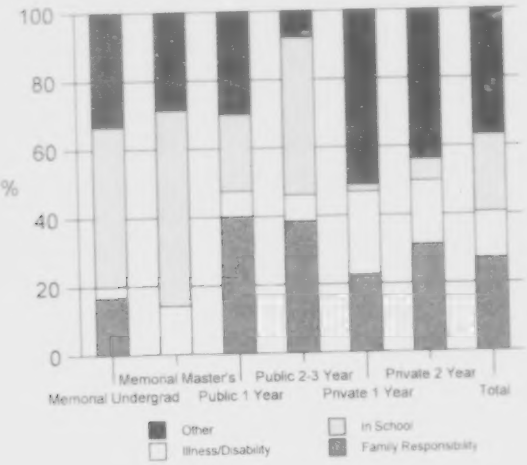



Memorial University master's respondents (50%) reviewed job ads to find employment, which is the highest reported percentage of all sectors. A large percentage of this cohort (17%) and Memorial University undergraduates (22%) also used the Internet to find employment while public and private one-year program graduates made greater use of employment offices.

### 3.3.2 WHY RESPONDENTS WERE NOT CURRENTLY SEEKING EMPLOYMENT

The main reason for unemployed respondents not actively looking for work was family responsibilities (27%). As shown in Figure 3.3.2, 23% of respondents indicated they were attending school on a full-time or part-time basis while 14% indicated health problems or disability did not permit them to look for work. "Other" reasons cited by 37% of respondents were: awaiting recall to previous job, waiting for new job to start, awaiting replies to applications, discouragement, lack of interest, or near retirement/retired.

**Figure 3.3.2 Reasons for Not Actively Looking for Work by Sector (n=155)**




A high percentage of graduates from Memorial University's undergraduate (47%) and master's (57%) programs, and public college two- and three-year (46%) programs were in school at the time of survey pursuing further studies (see Chapter 6).

In contrast, graduates of public and private college programs most frequently stated that family responsibilities did not permit them to actively look for work. Additionally a large proportion of respondents who reported "Other" reasons for not actively looking for work were from private college one-year (51%) and two-year (44%) programs. It is interesting to note that the greatest percentage of respondents with health problems or a disability were also from private college one-year (24%) and two-year (19%) programs.

There were notable differences in the responses provided by the male and female respondents. Thirty-six percent (36%) of females indicated family responsibilities as their main reason for not actively looking for work compared to only 2% of males. A much higher percentage of males (40%) than females (16%) reported they were attending school either full-time or part-time.

# 4. EMPLOYMENT STATUS

## 4.1 FULL-TIME VERSUS PART-TIME EMPLOYMENT

A shown in Table 4.1, 92% of employed respondents reported they were working full-time (more than 30 hours per week).

Overall, male respondents had a higher percentage (98%) of full-time employment than females (88%). The highest percentage of part-time employed females were from public college one-year programs and private college one-year and two-year programs.

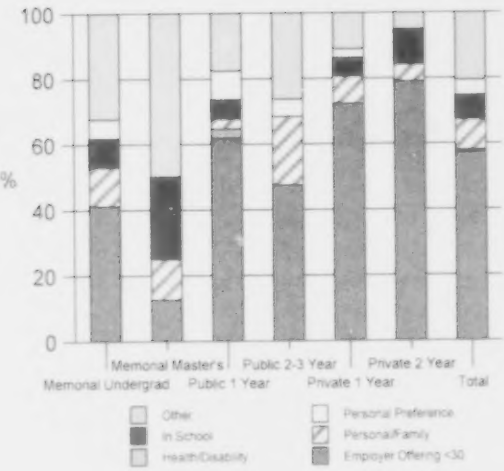
**Table 4.1 Number and Percentage of Respondents Who Are Working Full-time (More Than 30 Hours per Week) by Sector and Gender**

| | Full-time Employment | | | | | |
|---|---|---|---|---|---|---|
| | Female | | Male | | Total | |
| | # | % | # | % | # | % |
| Memorial Undergraduate | 239 | 90.2 | 190 | 99.5 | 422 | 92.5 |
| Memorial Master's | 77 | 91.7 | 59 | 98.3 | 136 | 94.4 |
| Public College 1 Year | 190 | 86.8 | 303 | 98.4 | 493 | 93.5 |
| Public College 2-3 Year | 143 | 88.8 | 166 | 98.8 | 309 | 93.9 |
| Private College 1 Year | 152 | 82.6 | 103 | 96.3 | 255 | 87.6 |
| Private College 2 Year | 102 | 85.7 | 35 | 94.6 | 137 | 87.8 |
| **Total** | **903** | **87.5** | **856** | **98.3** | **1752** | **92.1** |

### 4.1.1 REASONS FOR NOT WORKING FULL-TIME

Most graduates who are working part-time are not doing so by choice. The reason cited most frequently for working less than 30 hours per week was that full-time hours were not available or hours had been reduced (Figure 4.1.1). Personal/family reasons required 7% of respondents to work part-time hours only while 7% indicated that they were attending school and could only work part-time.

**Figure 4.1.1 Reasons Why Respondents Are Working Less Than 30 Hours Per Week at Their Main Job (n=150)**




There was a notable difference in the responses of male and female respondents overall for working part-time hours. Males reported one of three reasons: employer not offering full-time hours or reducing hours due to business conditions (63%), pursuing further education (5%), or "Other" (32%). Females had a more varied range of reasons, including the three responses the males reported but also personal/family reasons (11%), health problems or disability (less than 1%), and personal preference to work less than 30 hours per week (5%).

## 4.2 CONTINUITY WITH SAME EMPLOYER

Overall, of those respondents who reported being employed both in 1996-1997 and 2000-2001, 44% indicated they were working for the same employer in 2000-2001. However, as shown in Figure 4.2 there are notable differences among the various sectors. Memorial University master's graduates were the most stable with 72% reporting working for the same employer while private college graduates appeared to be move between employers more often - only 28% of one-year program respondents and 24% of two-year program respondents were still with the same employer five years after the initial survey.

On average respondents reported working with their employer for just less than 3 years (2 years and 11 months) and, as would be expected, Memorial master's program graduates reported working with their employer for the longest period of time (4 years and 4 months).

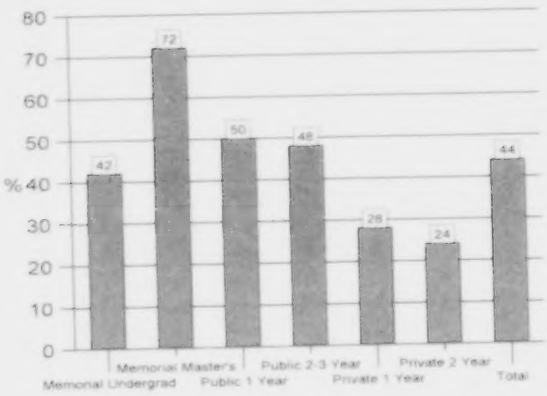



**Figure 4.2 Percentage of Respondents Who Have the Same Employer at Time of Survey 2000-2001 by Sector (n=1477)**

## 4.3 WORKING AT MULTIPLE JOBS

The majority of 1995 graduates who reported employment worked solely in one job. However, a small but relatively consistent minority, averaging 9% across all sectors, had more than one job or business at the time of the survey (Figure 4.3).

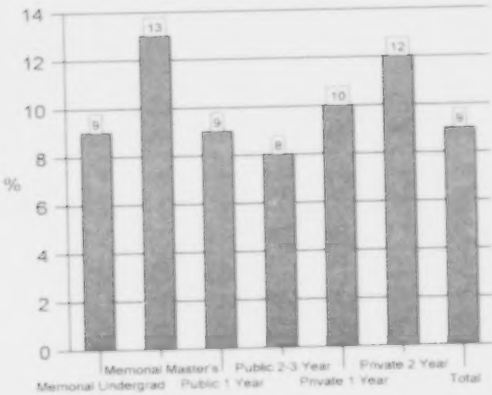



**Figure 4.3 Percentage of Respondents Who Are Working at More than One Job or Business at Time of Survey by Sector (n=1922)**

## 4.4 SELF-EMPLOYMENT

Table 4.4 shows that only 6% of respondents reported being self-employed. Public college one-year respondents had the highest percentage (8%) who were self-employed, followed closely by private one-year (8%) and private two-year (7%) respondents.

Of all female respondents who were employed at the time of survey 4% were self-employed compared to 8% of males. The range of self-employment for male respondents was 4% in public

college two- and three-year programs to 14% for private college one-year programs. For females, the range was much lower, ranging from less than 1% for public two- and three-year program respondents to 5% for public college one-year program respondents.

**Table 4.4 Percentage of Respondents Who Were Self-Employed by Sector and Gender (n=1909)**

| | Female | Male | Total |
|---|---|---|---|
| | | % | |
| Memorial Undergraduate | 4.1 | 4.2 | 4.2 |
| Memorial Master's | 2.4 | 5.1 | 3.5 |
| Public College 1 Year | 5.0 | 10.2 | 8.1 |
| Public College 2-3 Year | 0.6 | 4.1 | 2.4 |
| Private College 1 Year | 3.7 | 14.3 | 7.5 |
| Private College 2 Year | 6.9 | 5.6 | 6.6 |
| **Total** | **3.9** | **7.7** | **5.6** |

## 4.5 PERMANENT, TEMPORARY, OR SEASONAL EMPLOYEES

As shown in Table 4.5, the majority (79%) of respondents who reported being employed at the time of the survey were employed in a permanent job, while 12% reported working at a temporary job and 9% were employed in a seasonal job. Temporary employees worked an average of 24 weeks in the last 52 weeks before the survey and seasonal employees worked an average of 21 weeks.

Memorial University undergraduate respondents reported the highest percentage (19%) who were employed in temporary jobs while a substantial percentage of graduates from public college one-year programs (13%), private college one-year programs (25%), and private college two-year programs (12%) had seasonal employment.

Gender differences are seen in both permanent and temporary employment for graduates of Memorial's undergraduate programs and private college one-year and two-year programs and seasonal employment for graduates of one-year private college programs. Overall, there was a higher percentage of females in temporary employment (14% compared to 9% for males).

**Table 4.5 Percentage of Respondents Who are Employed in Permanent, Temporary, or Seasonal Jobs by Sector and Gender (n=1829)**

| | Permanent | | | Temporary | | | Seasonal | | |
|---|---|---|---|---|---|---|---|---|---|
| | Female % | Male % | Total % | Female % | Male % | Total % | Female % | Male % | Total % |
| Memorial Undergraduate | 74.1 | 86.8 | 79.4 | 23.9 | 12.6 | 19.2 | 2.0 | 0.6 | 1.4 |
| Memorial Master's | 89.0 | 87.5 | 88.4 | 8.5 | 12.5 | 10.1 | 2.5 | 0 | 1.5 |
| Public College 1 Year | 79.0 | 77.0 | 77.8 | 10.5 | 8.3 | 9.2 | 10.5 | 14.7 | 13.0 |
| Public College 2-3 Year | 89.4 | 88.8 | 89.1 | 8.1 | 7.5 | 7.8 | 2.5 | 3.7 | 3.1 |
| Private College 1 Year | 68.1 | 58.9 | 64.7 | 12.4 | 6.5 | 10.3 | 19.5 | 34.6 | 25.0 |
| Private College 2 Year | 71.8 | 80.6 | 73.9 | 15.4 | 8.3 | 13.7 | 12.8 | 11.1 | 12.4 |
| **Total** | **77.4** | **80.0** | **78.6** | **14.3** | **9.1** | **12.0** | **8.3** | **10.9** | **9.4** |

## 4.6 DESCRIPTION OF JOB

The National Occupational Classification (NOC) was used to code the description reported by the respondents of their current job. The NOC is a tool which organizes occupations by duties, skills, interests, aptitudes, education requirements and work settings to assist in comparing and contrasting occupations. A four-digit code, called the NOC code, identifies each occupation. Each digit of this code reflects an important trait of the occupation it represents. Occupations are broken into management and non-management categories and list skill level and skill type.

The skill level is primarily based on the nature of education and training required to work in an occupation. This criterion also reflects the experience required for entry, and the complexity of the responsibilities involved in the work, compared with other occupations. There are four skill levels used: A - occupations usually requiring university education, B - occupations usually requiring college education or apprenticeship training, C - occupations usually requiring secondary school and/or occupation-specific training, and D - on-the-job training is usually provided for the occupation. In most cases, progression to skill level A from B is not usually possible without completion of additional formal education, whereas progression from skill level D to C is often achieved through on-the-job training and through experience.

The skill type is based on the type of work performed, but it also reflects the field of training or experience that is normally required for entry into the occupation.

The 1992 NOC code was used to describe employment in this study. Results for this section come from the data of the 1996 and 2001 surveys conducted by the Department of Youth Services and Post-Secondary Education, and the survey conducted in 2000 by Statistics Canada.

### 4.6.1 SUMMARY OF JOB DESCRIPTIONS

As shown in Table 4.6.1a, of respondents reporting management positions for each sector, the highest percentage (13%) were from Memorial University's master's program. Memorial's undergraduates showed a 50% increase in advancement to management positions between 1996 and 2000-2001.

**Table 4.6.1a Percentage of Respondents Reporting Management Positions in 1996 (n=190) and 2000-2001 (n=114) by Sector**

| | 1996 % | 2000-2001 % |
|---|---|---|
| **Memorial Undergraduate** | 6.3 | 9.7 |
| **Memorial Master's** | 13.2 | 13.3 |
| **Public College 1 Year** | 3.6 | 3.4 |
| **Public College 2-3 Year** | 4.2 | 4.9 |
| **Private College 1 Year** | 3.7 | 5.4 |
| **Private College 2 Year** | 3.7 | 3.5 |

Table 4.6.1b shows there was an increase for all sectors in respondents reporting jobs in skill levels A and B from the 1996 survey to the 2000-2001 survey. The largest increase was for public college two- and three-year program respondents, from 58% in 1996 to 75% in 2000, with nursing schools included in the 2000 cohort. Substantial increases were also reported by respondents of Memorial University undergraduates, from 75% in 1996 to 86% in 2000 and private college one-year programs, from 30% in 1996 to 42% in 2001.

**Table 4.6.1b Percentage of Respondents Reporting Jobs in Skill Levels A and B for Non-Management by Sector from 1996 (n=3519) to 2000-2001 (n=1712)**

| | 1996 % | 2000-2001 % |
|---|---|---|
| **Memorial Undergraduate** | 74.6 | 86.1 |
| **Memorial Master's** | 95.4 | 95.8 |
| **Public College 1 Year** | 54.7 | 57.4 |
| **Public College 2-3 Year** | 57.7 | 75.1 |
| **Private College 1 Year** | 30.3 | 42.2 |
| **Private College 2 Year** | 35.6 | 40.5 |

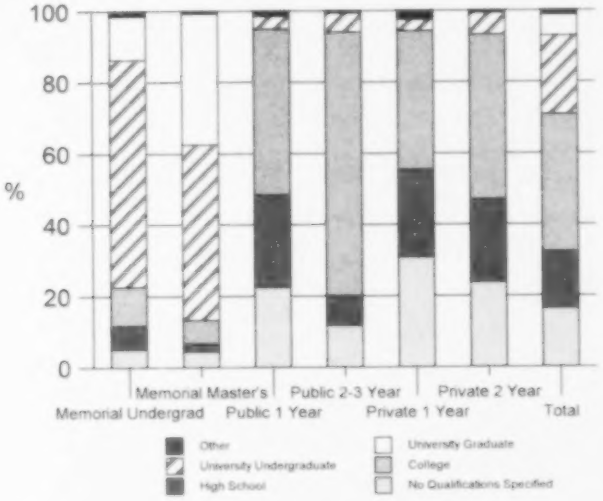
Note: Skills Level A - occupations usually requiring university education;
Skill Level B - occupations usually requiring college education or apprenticeship training.

## 4.7 LEVEL OF EDUCATION AND AMOUNT OF RELATED WORK EXPERIENCE REQUIRED FOR CURRENT JOB

Respondents were asked about the levels of education required for their current job. Responses were grouped into six levels: no qualifications specified, high school education (some high school education and/or high school diploma), college education, university undergraduate education (some university education, university diploma/certificate and university undergraduate degree), university graduate degree and "Other".

Overall, 39% of respondents reported their employer specified they needed college education for their current job (Figure 4.7a). A further 22% reported they needed a university undergraduate education to secure their job.

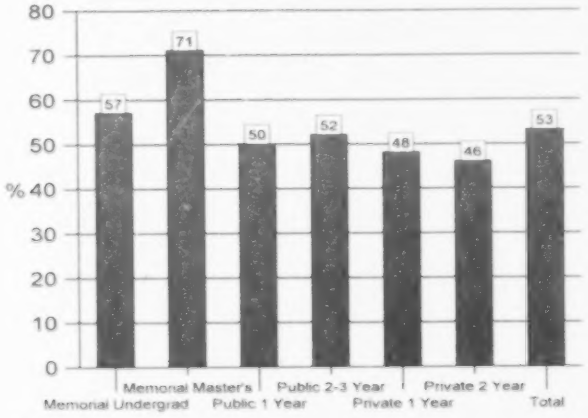
**Figure 4.7a Level of Education Required for Current Job (n=1783)**




In general, the qualifications required by the employer of graduates across all sectors largely matched the level of education attained. However, a large percentage of employers of graduates from one-year public and one-year and two-year private college programs required only a high school or no specific educational qualifications from their employees. Additionally, a substantial number of graduates from Memorial's master's programs indicated that they were in jobs requiring only an undergraduate degree.

Figure 4.7b shows that 53% of all respondents indicated that their employer specified that related work experience was essential for the job. Almost three-quarters (71%) of Memorial's master's respondents stated that previous work experience was required, a much higher percentage than for other sectors.

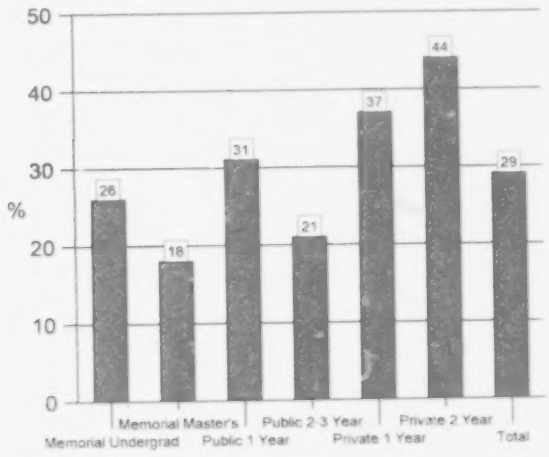
**Figure 4.7b Work Experience Required for Current Job (n=1818)**



## 4.8 OVERQUALIFIED FOR CURRENT JOB

Having earned post-secondary credentials, graduates would expect to find jobs commensurate to their qualifications. However, 29% of respondents, overall, felt they were overqualified for their main job (Figure 4.8). As stated in Section 4.7, a high percentage of graduates from the private college sector found jobs that required little or no qualifications and so it is not surprising that a substantial portion of 1995 graduates from private college one-year (37%) and two-year (44%) programs felt overqualified for their jobs. An average of one-quarter of graduates from all other sectors indicated that their current job did not meet their education qualifications.

**Figure 4.8 Percentage of Respondents Who Feel Overqualified for Their Main Job by Sector (n=1820)**

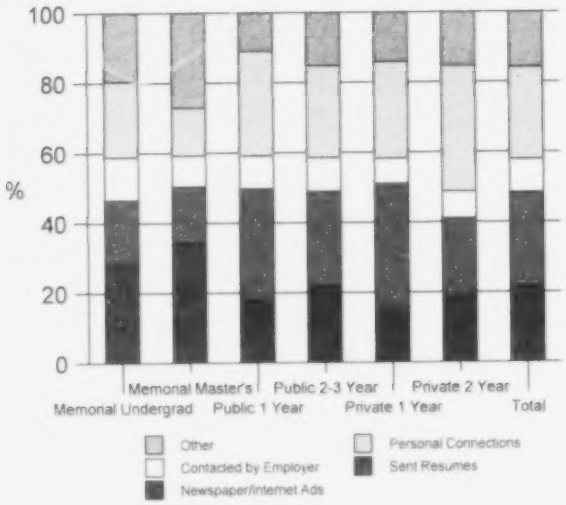



## 4.9 HOW GRADUATES FOUND THEIR JOB

The main methods used by graduates of all sectors to find their job were personal connections, sending out resumes or applications and responding to newspaper and Internet ads (Figure 4.9). Smaller numbers reported using campus recruitments, an employment agency, recruitment by employers, transfers and self-employment.

A variety of approaches were used by graduates of all sectors. Respondents from the Memorial University master's program responded to newspaper ads while one-year private college graduates relied more on sending resumes to potential employers.

**Figure 4.9 Main Methods Used by Respondents to Find Their Job (n=1831)**

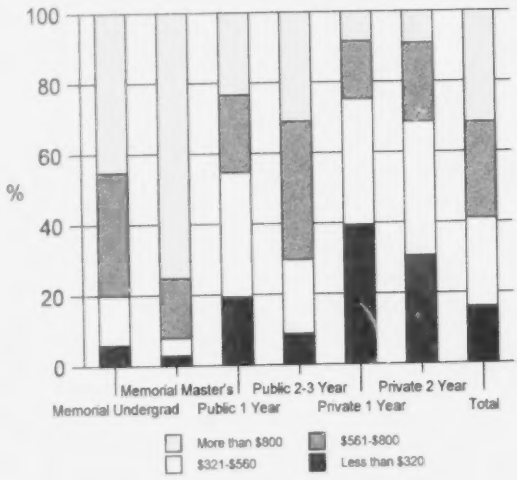


# 5. WAGES AND BENEFITS

## 5.1 WEEKLY WAGES OF CURRENT JOB

The level of earnings graduates can expect to realize once they become attached to the labour market is largely dependent on the program of study pursued and, to a lesser extent, the economic environment in which they obtain their job, including both the financial status of their employer and the economy as a whole. Figure 5.1 shows that 32% of all respondents reported they earned more than $800 each week or approximately $42,000 per year. Twenty-seven percent (27%) of respondents reported weekly wages between $561 and $800 and 25% of respondents reported weekly wages between $321 and $560. Only 16% of respondents indicated they were earning less than $320 each week, approximately $17,000 per year.

**Figure 5.1 Categorized Weekly Wages at Time of Survey of 1995 Post-Secondary Graduates in Full-Time Employment by Sector (n=1688)**




Wages differed substantially for graduates from different sectors and for males and females. The highest reported wage earners were Memorial University master's graduates where 75% reported earning more than $800 weekly followed by Memorial University undergraduates where 45% reported earning more than $800 weekly and 35% earning between $561 and $800 weekly. Graduates of public college two- and three-year programs also reported high wages with 31% of respondents earning more than $800 weekly and 39% earning between $561 and $800 weekly. Graduates from public college programs of shorter duration and private colleges generally had lower earnings. Just over 35% of public college one-year program respondents reported weekly earnings of $321-$560 while 38% of private college two-year program graduates reported similar earnings. Graduates of one-year private college programs reported the lowest weekly earnings with 40% earning less than $320.

As shown in Table 5.1a, there were some notable differences between males and females in weekly wages overall. Female weekly wages are split almost evenly with approximately one quarter reporting in each wage category. The weekly wages reported by male graduates are quite different, with the percentage reporting in each wage category increasing as the wages increase. The majority (44%) of males earned more than $800 weekly and only 6% earned less than $320 weekly. Overall, male respondents reported they had higher weekly wages than female respondents for all sectors.

**Table 5.1a Percentage of Respondents Reporting Categorized Weekly Wages by Sector and Gender (n=1688)**

| | | < $320 Weekly | $321 - $560 Weekly | $561 - $800 Weekly | > $800 Weekly |
|---|---|---|---|---|---|
| Memorial Undergraduate | Female | 8.2 | 18.2 | 37.2 | 36.4 |
| | Male | 2.8 | 8.4 | 31.3 | 57.5 |
| Memorial Master's | Female | 3.6 | 8.4 | 18.1 | 69.9 |
| | Male | 1.7 | 0 | 15.5 | 82.8 |
| Public College 1 Year | Female | 36.9 | 48.2 | 10.8 | 4.1 |
| | Male | 7.3 | 26.6 | 29.7 | 36.4 |
| Public College 2-3 Year | Female | 15.9 | 25.2 | 43.7 | 15.2 |
| | Male | 1.9 | 16.8 | 34.8 | 46.5 |
| Private College 1 Year | Female | 51.5 | 31.6 | 14.0 | 2.9 |
| | Male | 18.2 | 42.9 | 20.7 | 18.2 |
| Private College 2 Year | Female | 39.1 | 37.9 | 20.7 | 2.3 |
| | Male | 8.8 | 38.2 | 26.5 | 26.5 |
| **Total** | **Female** | **24.8** | **28.9** | **25.7** | **20.6** |
| | **Male** | **5.9** | **20.7** | **29.0** | **44.4** |

As shown in Table 5.1b, graduates of 1995 working out of the province earned higher wages than those working in Newfoundland and Labrador. In fact, more than half (51%) of graduates reporting employment outside of Newfoundland and Labrador earned wages greater than $800 per week compared to 23% employed in the Province. There was little difference in this trend

across sectors except for master's program graduates where a slightly higher percentage of graduates employed in the Province reported the highest wages.

**Table 5.1b Weekly Wages of 1995 Graduates with Employment in 2000-2001 by Sector and Location of Employment (n=1688)**

| | Respondents with Employment in Newfoundland and Labrador | | | | Respondents with Employment Outside of Newfoundland and Labrador | | | |
|---|---|---|---|---|---|---|---|---|
| | <$320 per week | $321-$560 per week | $561-$800 per week | >$800 per week | <$320 per week | $321-$560 per week | $561-$800 per week | >$800 per week |
| | % | | | | % | | | |
| Memorial Undergraduate | 7.5 | 15.7 | 41.3 | 35.4 | 3.5 | 11.6 | 25.0 | 59.9 |
| Memorial Master's | 0.9 | 6.0 | 16.4 | 76.7 | 12.0 | 0 | 20.0 | 68.0 |
| Public College 1 Year | 25.3 | 43.4 | 18.4 | 12.8 | 7.5 | 19.3 | 29.2 | 44.1 |
| Public College 2-3 Year | 12.6 | 24.2 | 46.3 | 16.8 | 2.6 | 15.5 | 27.6 | 54.3 |
| Private College 1 Year | 46.0 | 35.8 | 12.5 | 5.7 | 8.3 | 36.1 | 36.1 | 19.4 |
| Private College 2 Year | 35.7 | 39.2 | 20.6 | 4.9 | 5.6 | 27.8 | 33.3 | 33.3 |
| **Total** | **20.9** | **28.9** | **27.1** | **23.1** | **5.3** | **16.5** | **27.7** | **50.6** |

Overall, the wages of 1995 graduates have improved considerably since they were last surveyed with the percentage of graduates at the lower earning levels decreasing and the higher earning levels increasing. As shown in Table 5.1c, the percentage of Memorial's undergraduate cohort earning more than $800 per week increased from 24% in 1996 to 45% in 2000-2001. Likewise, the percentage of graduates of public college two- and three year programs who reported high salaries also increased. However, it should be noted that registered nurses were included in the most recent survey and their salaries may skew the comparison of 1996 to 2000-2001 earnings upward.

While there was some improvement in the 2000-2001 earnings reported by graduates from private college programs, there also appears to be a ceiling on their wages. Less than 10% of graduates from private college one-year and two-year programs were in the high earnings category while, on average, 32% of all 1995 graduates earned these wages in 2000-2001.

**Table 5.1c Comparison of Weekly Wages Reported in 1996 (n=2299) and 2000-2001 (n=1688) Surveys of 1995 Post-Secondary Graduates by Sector**

| | | <$320 per week | $321-$560 per week | $561-$800 per week | >$800 per week |
|---|---|---|---|---|---|
| | | % | | | |
| Memorial Undergraduate | 1996 | 19.7 | 26.9 | 30.0 | 23.5 |
| | 2000-01 | 5.9 | 14.1 | 34.8 | 45.3 |
| Memorial Master's | 1996 | 2.5 | 1.7 | 25.6 | 70.2 |
| | 2000-01 | 2.9 | 5.0 | 17.1 | 75.2 |
| Public College 1 Year | 1996 | 35.9 | 47.6 | 12.0 | 16.0 |
| | 2000-01 | 19.4 | 35.4 | 22.1 | 23.3 |
| Public College 2-3 Year | 1996 | 26.5 | 43.7 | 23.8 | 6.2 |
| | 2000-01 | 8.9 | 21.0 | 39.3 | 31.1 |
| Private College 1 Year | 1996 | 50.0 | 42.1 | 6.9 | 0.9 |
| | 2000-01 | 39.5 | 35.7 | 16.5 | 8.5 |
| Private College 2 Year | 1996 | 48.2 | 43.2 | 5.9 | 2.7 |
| | 2000-01 | 30.6 | 38.1 | 22.4 | 9.1 |
| **Total** | **1996** | **29.6** | **27.3** | **20.2** | **14.4** |
| | **2000-01** | **16.0** | **25.1** | **27.3** | **31.7** |

## 5.2 BENEFITS PROVIDED WITH JOB

Respondents who were employed were asked about the benefits they received from their current job. Overall, respondents from Memorial University's master's and undergraduate programs reported having more benefits, including health care, dental plan, retirement plan, paid vacation, and sick leave, provided by their employers. Public college two- and three-year program graduates were also offered greater employment benefits than their counterparts in shorter duration public college programs and all private college programs.

**Table 5.2 Percentage of Respondents Reporting Employment Benefits by Sector and Benefit**

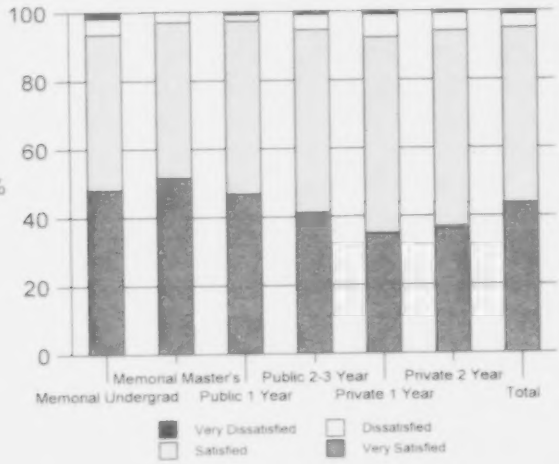
| | Health Care (n=1829) | Dental Plan (n=1826) | Pension Plan (n=1804) | Paid Vacation (n=1818) | Sick Leave (n=1790) |
|---|---|---|---|---|---|
| | | | % | | |
| Memorial Master's | 89 | 89 | 84 | 82 | 93 |
| Memorial Undergraduate | 85 | 85 | 70 | 86 | 87 |
| Public College 1 Year | 62 | 58 | 52 | 76 | 60 |
| Public College 2-3 Year | 80 | 77 | 68 | 87 | 82 |
| Private College 1 Year | 45 | 40 | 31 | 68 | 45 |
| Private College 2 Year | 52 | 49 | 38 | 68 | 51 |

# 6. GRADUATE SATISFACTION WITH CURRENT JOB

## 6.1 OVERALL SATISFACTION

Post-secondary graduates invest a great deal of time, energy and money in acquiring their education with the goal of finding a rewarding and satisfying job at the completion of their studies. Figure 6.1 shows that while there was some variation among educational sectors, 95% of all respondents were satisfied or very satisfied with their current job. Memorial University master's graduates were the most satisfied in their current position while private college one-year program graduates reported the greatest dissatisfaction. Seven percent (7%) of Memorial University undergraduate respondents reported being dissatisfied with their current job and this may be a reflection of these undergraduates' credentials surpassing the level of education required for their job (see Section 4.7). This might also explain why almost 25% of this cohort had looked for other work during the four weeks prior to the 2000-2001 survey (see Section 6.5).

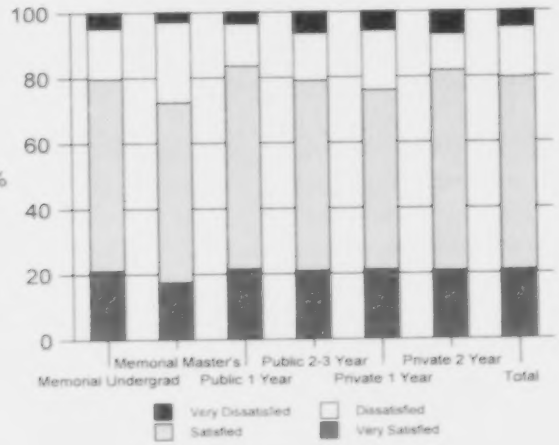
**Figure 6.1 Level of Satisfaction with Current Job by Sector (n=1833)**




## 6.2 SATISFACTION WITH EARNINGS

Figure 6.2 shows 80% of respondents overall were satisfied or very satisfied with their earnings from their current job. Graduates of public college one-year programs were the most satisfied (84%) with their current wages. Although high percentages of master's graduates reported high earnings, a high number (28%) also reported dissatisfaction with their wages.

**Figure 6.2 Level of Satisfaction with Current Wages by Sector (n=1827)**




As shown in Table 6.2, graduates reporting the highest weekly wages also reported the greatest satisfaction with their jobs. However, the personal satisfaction that graduates take from their jobs can sometimes outweigh the wages. A small portion of graduates from Memorials' master's programs reported earning less than $320 per week yet all of these graduates indicated that they were satisfied with their current wages. At the other end of the wage spectrum, 25% of Memorial's master's respondents earning the highest weekly income of more than $800 indicated they were dissatisfied with their wages.

A high percentage of private college one-year (88%) and two-year program (89%) graduates in the lowest wage category reported satisfaction with their wages despite the fact that these graduates earn less than $17,000 a year. In contrast, approximately 28% of respondents from Memorial undergraduate and public college two- and three-year programs reported dissatisfaction with their wages despite making between $29,172 and $41,600 yearly.

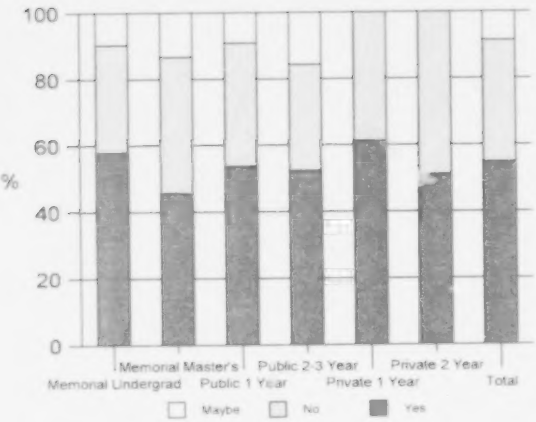
**Table 6.2 Level of Satisfaction with Current Wages by Wage Category and Sector (n=1625)**

| | | Weekly Wages | | | | |
|---|---|---|---|---|---|---|
| | | <$320 | $321-$560 | $561-$800 | >$800 | Total |
| Memorial Undergraduate | Satisfied | 69.6 | 69.5 | 72.5 | 90.7 | 80.0 |
| | Dissatisfied | 30.4 | 30.5 | 27.5 | 9.3 | 20.0 |
| Memorial Master's | Satisfied | 100.0 | 83.4 | 52.2 | 75.0 | 72.1 |
| | Dissatisfied | 0.0 | 16.6 | 47.8 | 25.0 | 27.9 |
| Public College 1 Year | Satisfied | 69.0 | 78.6 | 88.0 | 98.0 | 83.2 |
| | Dissatisfied | 31.0 | 21.4 | 12.0 | 2.0 | 16.8 |
| Public College 2-3 Year | Satisfied | 76.0 | 77.8 | 71.5 | 91.2 | 79.2 |
| | Dissatisfied | 24.0 | 22.2 | 28.5 | 8.8 | 20.8 |
| Private College 1 Year | Satisfied | 88.0 | 93.5 | 91.5 | 100.0 | 91.5 |
| | Dissatisfied | 12.0 | 6.5 | 8.5 | 0.0 | 8.5 |
| Private College 2 Year | Satisfied | 89.2 | 93.4 | 100.0 | 90.9 | 93.4 |
| | Dissatisfied | 10.8 | 6.6 | 0.0 | 9.1 | 6.6 |
| Total | Satisfied | 79.1 | 81.6 | 77.8 | 89.4 | 82.6 |
| | Dissatisfied | 20.9 | 18.4 | 22.2 | 10.6 | 17.4 |

## 6.3 GRADUATES' WILLINGNESS TO MOVE TO IMPROVE THEIR JOB PROSPECTS

Overall, over half (55%) of respondents indicated they would be willing to move to improve their job prospects (Figure 6.3). Graduates of private college one-year programs (61%) and Memorial University undergraduates (58%) would be most willing to move while 45% of graduates from Memorial's master's cohort, perhaps the most mature and settled segment of the 1995 graduate population, stated they would be unwilling to move to improve their job prospects.

**Figure 6.3 Percentage of Respondents Willing to Move to Improve their Job Prospects by Sector (n=1894)**



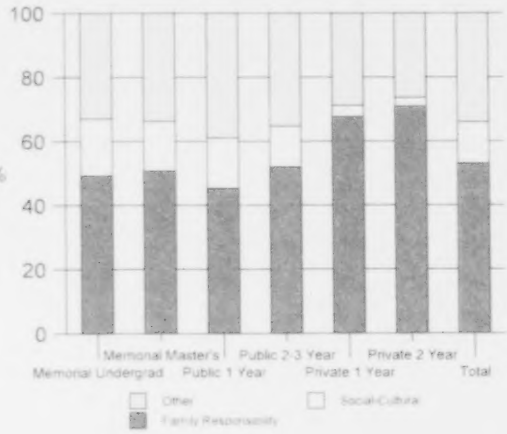

There were some differences noticed between the genders based on their willingness to move. Overall, 48% of female respondents indicated they would be willing to move to improve their job prospects compared to 62% of male respondents.

### 6.3.1 WHY GRADUATES WOULD NOT BE WILLING TO MOVE

As shown in Figure 6.3.1, the majority (53%) of respondents indicated family responsibilities as the main reason they would be unwilling to move to improve their job prospects. Graduates of private college one-year and two-year programs more frequently indicated they had family responsibilities which prevented their mobility. Additionally, more female respondents (62%) than males (53%), and married respondents (56%) than single (43%), cited family responsibilities as the reason. The age of graduates was also a deciding factor with the willingness of graduates decreasing with age. In fact, 60% of graduates in the 25-29 year age group indicated a willingness to move compared to just 43% in the 40-44 year age group and 38% in the 45-49 age group.

While a small minority of respondents (13%) indicated that social or cultural reasons prevented them from moving, the remaining respondents (34%) indicated cost of living in other locations, prohibitive moving expenses, lack of guaranteed employment in a new location, educational or professional recognition issues, being established in home and community, and satisfaction with current job as reasons for not moving.

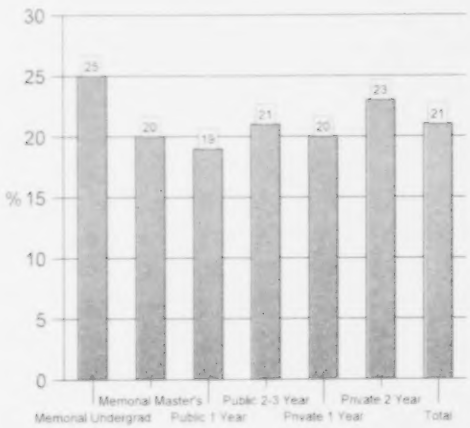
**Figure 6.3.1 Reasons for Not Moving to Improve Job Prospects by Sector (n=848)**




## 6.4 EMPLOYED GRADUATES WHO ARE LOOKING FOR OTHER EMPLOYMENT

A substantial minority (21%) of respondents employed at the time of survey had looked for other employment in the four weeks prior to the survey (Figure 6.4). Generally, graduates are looking for employment to replace (82%) or supplement (9%) their current job. Memorial University undergraduates had the highest reported percentage (25%) of employed respondents who were actively seeking other employment.

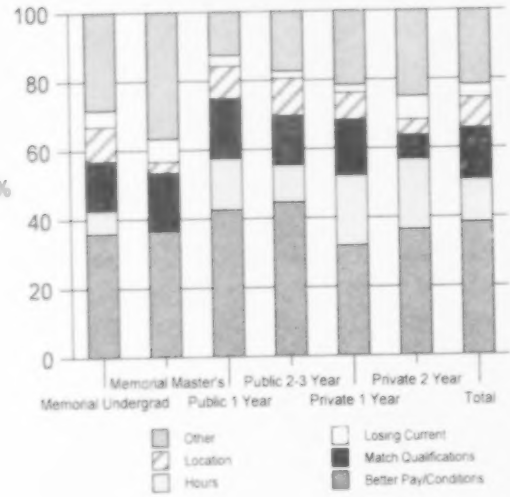
**Figure 6.4 Employed Graduates Actively Seeking Other Employment in 2000-2001 by Sector (n=1839)**



### 6.4.1 REASONS RESPONDENTS SOUGHT OTHER EMPLOYMENT

As shown in Figure 6.4.1, the main reason (38%) employed respondents were seeking other employment was to improve their pay or working conditions. Surprisingly, the lowest percentage of respondents citing this reason were private college one-year and two-year program graduates who also reported earning the lowest wages of all sectors. Twenty-two percent (22%) of respondents overall, and 37% and 31%, respectively, of Memorial master's and undergraduate respondents, cited "Other" reasons including seasonal jobs, job security, or a change of work as reasons for seeking other employment. It is interesting to note that 9% of respondents were looking for another job with a different location, either closer to their home or in another region.

**Figure 6.4.1 Reasons Why Employed Respondents Are Looking for Another Job (n=529)**

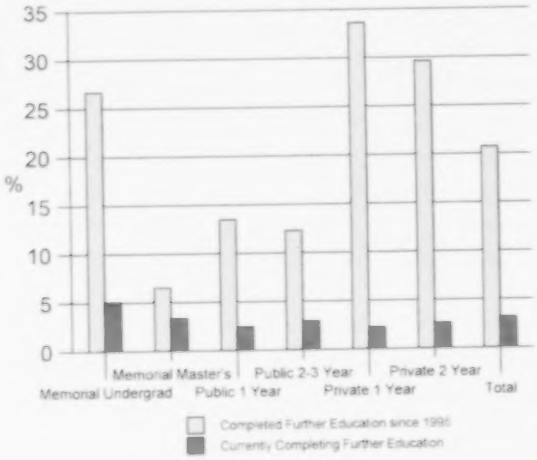


# 7. FURTHER EDUCATION AND TRAINING

Many graduates had obtained further education since graduating in 1995 or were taking further programs at the time of the most recent survey.

Figure 7.0 shows high percentages of respondents from private college one-year (34%) and two-year (30%) programs and from Memorial University's undergraduate (27%) programs reporting that they had completed further education since originally graduating in 1995. The largest proportion of respondents in school in 2000-2001 were from Memorial University's graduate (3%) and undergraduate (5%) programs and public college two- and three-year programs.

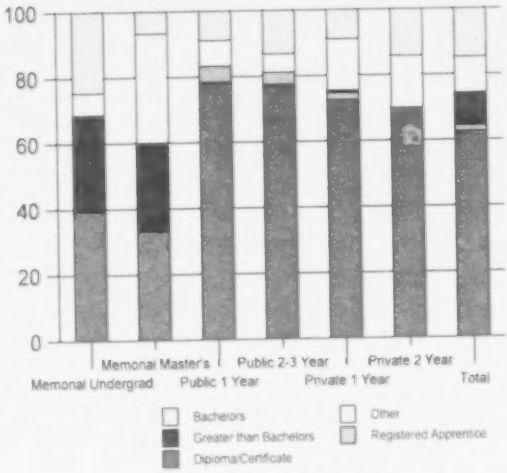
**Figure 7.0 Respondents Currently Pursuing Further Education or Having Completed Further Education Since Graduating in 1995 by Sector (n=2230)**




## 7.1 DETAILS OF PROGRAM

Overall, the majority of respondents (63%) who pursued further education pursued a diploma or certificate from either a public or private college (Figure 7.1). Fifteen percent (15%) of respondents pursued a bachelor's degree from a university while 11% of respondents reported pursuing "Other" education which included programs such as non-professional certificates, continuing education/personal interest courses, and diplomas or certificates that are greater than a bachelor's degree but less than a master's degree. Ten percent (10%) of respondents pursued a degree greater than a bachelor's and 2% were registered apprentices.

**Figure 7.1 Type of Further Education Taken by Respondents by Sector (n=528)**




Of those who had pursued or were currently pursuing further education, a high percentage of respondents, averaging 74%, from public and private programs of all durations reported they had pursued a diploma/certificate from a public or private college. A large minority of respondents from Memorial University undergraduate (40%) and master's programs (33%) also reported that had acquired a diploma/certificate from a public or private college.

One-quarter of Memorial University undergraduates pursued a second bachelor's degree while a further 29% pursued a degree greater than a bachelor's. Likewise 27% of Memorial University master's respondents reported they had pursued or were currently pursuing a degree greater than a bachelor's.

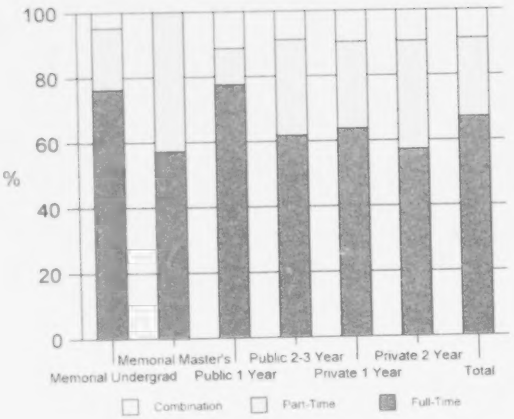
## 7.2 FULL-TIME OR PART-TIME STUDIES

Overall, 67% of respondents who pursued further education attended full-time, while 24% attended part-time and 9% attended a combination of full-time and part-time (Figure 7.2). Full-time attendance was highest for graduates from public college one-year programs (77%) followed by graduates from Memorial University's undergraduate (76%), private college one-year (64%) and public college two- and three-year (62%) programs.

Memorial University master's programs had the highest reported percentage of respondents who pursued their further education part-time (43%).

At time of survey, respondents had pursued further education for 2 years and 5 months, on average.

**Figure 7.2 Percentage of Respondents Who Pursued Further Education Either Full-Time, Part-Time or a Combination of Both (n=373)**

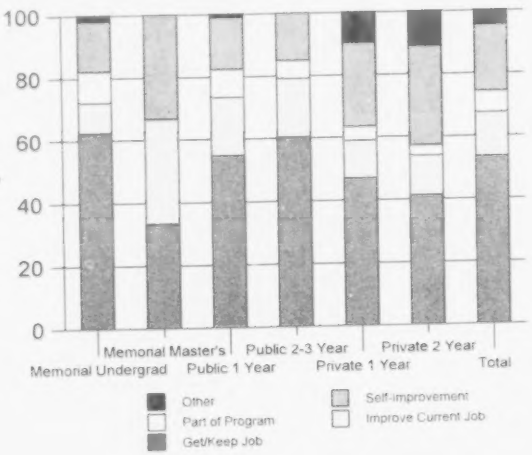



## 7.3 REASONS FOR PURSUING FURTHER EDUCATION AND TRAINING

The most popular reason (53%) reported by respondents for pursuing further education and training after they had graduated in 1995 was to get a new job, get a better job, or keep their current job (Figure 7.3). The percentages ranged from a high of 62% from Memorial University undergraduate respondents to a low of 33% from Memorial University master's respondents.

A sizable minority (21%) of respondents reported self-improvement as the main reason they pursued further education and training while others cited doing better work or earning higher wages (14%) or further education as part of an educational program (7%).

**Figure 7.3 Reasons Why Respondents Pursued Further Education by Sector (n=529)**



# 8. SOURCES USED BY 1995 GRADUATES TO FINANCE THEIR POST-SECONDARY EDUCATION

## 8.1 ALL SOURCES OF FUNDING

Graduates were asked to report their two main sources of funding for their post-secondary education. Table 8.1 shows that the majority of respondents (44%) indicated they used government student loans to finance all or part of their post-secondary education while an equally substantial 37% of respondents indicated they used their own earnings.

Reflecting the large numbers of 1995 post-secondary graduates who had been affected by the cod moratorium, 33% of respondents reported receiving funding from government programs including HRDC, employment insurance or its predecessors, TAGS (The Atlantic Groundfish Strategy), and Social Assistance to pay for their post-secondary education. Only a small percentage (15%) of 1995 graduates indicated that they had received financial assistance from their parents. Scholarships and bursaries (5%) and other (13%) sources including RRSPs, the military, private loans and native sponsorship were also indicated as sources of funding.

Table 8.1 Sources of Funding Used by Respondents for Post-Secondary Education by Sector

| | Student Loans | | Earnings | | Government Programs | | Parents | | Scholarship /Bursary | | Other | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # |
| Memorial Undergraduate | 323 | 63.0 | 327 | 63.7 | 4 | 0.8 | 145 | 28.3 | 48 | 9.4 | 58 | 11.3 | 513 |
| Memorial Master's | 67 | 43.5 | 120 | 77.9 | 4 | 2.6 | 23 | 14.9 | 31 | 20.1 | 15 | 9.7 | 154 |
| Public College 1 Year | 194 | 30.8 | 186 | 29.2 | 342 | 53.7 | 59 | 9.3 | 25 | 3.9 | 73 | 11.5 | 637 |
| Public College 2-3 Year | 170 | 48.9 | 152 | 43.7 | 102 | 29.3 | 85 | 24.4 | 12 | 3.4 | 34 | 9.8 | 348 |
| Private College 1 Year | 148 | 39.8 | 14 | 3.8 | 193 | 51.9 | 16 | 4.3 | 2 | 0.5 | 69 | 18.5 | 372 |
| Private College 2 Year | 77 | 39.7 | 13 | 6.7 | 98 | 50.5 | 12 | 6.2 | 2 | 1.0 | 30 | 15.5 | 194 |
| **Total** | **979** | **44.1** | **812** | **36.6** | **743** | **33.5** | **340** | **15.3** | **120** | **5.4** | **279** | **12.6** | **2218** |

The sources of funding used by respondents to finance all their post-secondary education were further examined by sector:

The main sources of funding used by **Memorial University undergraduates** to finance all or part of their post-secondary education were personal earnings (64%), and government student loans (63%). Twenty-eight percent (28%) reported parental contributions, the highest reported of all sectors.

A large majority (78%) of the **Memorial University master's** cohort reported using their own earnings to finance all or part of their educational costs. However, government student loans were also accessed by 44% of respondents and 20% reported using scholarships and bursaries.

Just over half (54%) of **public college one-year** program respondents reported using government programs such as HRDC as a source of funding for all or part of their post-secondary education, which is the highest reported percentage of all sectors. Another 31% of respondents reported using government student loans and 30% reported using their own earnings as one source of funding.

Government student loans were used by almost half (49%) of respondents from **public college two- and three-year** programs as a source of funding for their post-secondary education. Other sources of funding accessed included own earnings (44%), government programs such as HRDC (29%) and parental contributions (24%).

Government programs such as HRDC were a source of funding for 52% and 51%, respectively, of **private college one-year and two-year** graduates. Both cohorts also accessed government student loans (40%) and other sources (19% and 16%, respectively) to finance all or part of their post-secondary studies.

## 8.2 GOVERNMENT STUDENT LOANS

Of the 44% of respondents who reported using government student loans as a source of funding for their post-secondary education, 61% still have an outstanding balance on their loans five to six years after graduation. The average amount still owing for males ($12,764) is slightly lower than for females ($13,020), while the overall average loan balance is $12,867 (Table 8.2).

Memorial University master's cohort demonstrated the greatest repayment ability with only one-third (34%) still having a loan balance five to six years after graduation. With the highest reported earnings, the master's graduates likely find their debt to be more manageable than other cohorts.

With the overall highest average loan balance ($17,365), 71% of respondents from Memorial University's undergraduate program still had an outstanding loan five to six years after graduation. This is not altogether surprising given the longer study period.

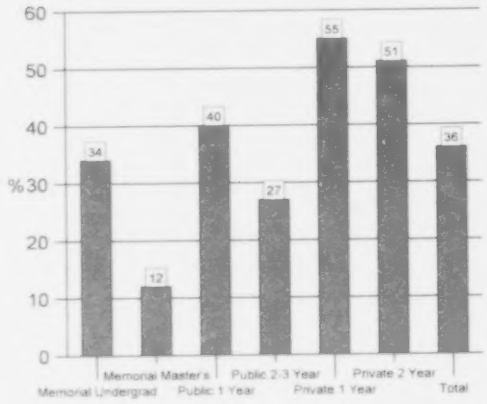
**Table 8.2 Number and Percentage of Respondents Who Borrowed from Canada or Provincial Student Loans and the Average Amount Still Outstanding Five to Six Years After Graduation by Sector**

| | Respondents with Initial Loans | | Respondents with Outstanding Loans | | | | |
|---|---|---|---|---|---|---|---|
| | # | % of total respondents | # | % of respondents with initial loans | Loan Amount Still Outstanding | | |
| | | | | | Male | Female | Average |
| Memorial Undergraduate | 323 | 63.0 | 229 | 70.9 | $17,933 | $16,519 | $17,365 |
| Memorial Master's | 67 | 43.5 | 23 | 34.4 | $14,836 | $12,941 | $13,847 |
| Public College 1 Year | 194 | 30.5 | 105 | 54.2 | $8,223 | $10,345 | $9,254 |
| Public College 2-3 Year | 170 | 48.9 | 99 | 58.3 | $9,287 | $11,285 | $10,235 |
| Private College 1 Year | 148 | 39.8 | 93 | 62.9 | $10,322 | $9,121 | $9,960 |
| Private College 2 Year | 77 | 39.7 | 48 | 62.4 | $9,018 | $13,700 | $9,896 |
| **Total** | **979** | **44.1** | **597** | **61.0** | **$12,764** | **$13,020** | **$12,867** |

## 8.2.1 DIFFICULTIES IN REPAYING GOVERNMENT STUDENT LOANS

The ability of graduates to service their government student loan debt is directly related to the overall loan balance and the weekly wages of the graduate. Just over one-third (36%) of 1995 graduates with student loan debt at graduation reported difficulty in repaying their loans (Figure 8.2.1). Possibly as a result of low earnings after graduation, a high percentage of private college one-year and two-year (55% and 51%, respectively) and public college one-year (40%) program graduates experienced repayment difficulties. Only 12% of Memorial University master's program graduates, the cohort reporting the highest post-graduation earnings, had trouble repaying their government student loan.

**Figure 8.2.1 Percentage of Respondents Who Have Had Difficulties Repaying Their Government Student Loans (n=1019)**

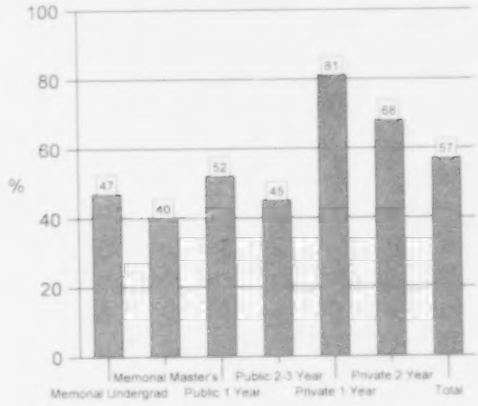



## 8.2.2 INTEREST RELIEF

Borrowers of government student loans who experience difficulty in making their monthly student loan payments due to low income can apply for federal and provincial interest relief programs. For borrowers who meet the program criteria, their student loans revert to interest-free status. Payments of principal are not required and associated interest costs are paid by the respective governments.

Figure 8.2.2 shows that of all 1995 graduate respondents who reported difficulties in repaying their government student loans, 57% indicated they had received assistance in the form of interest relief from federal or provincial governments. Of particular note is that four of five private college one-year program respondents accessed the program.

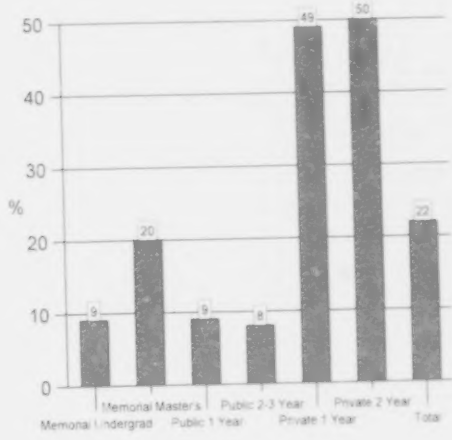
**Figure 8.2.2 Percentage of Respondents Who Received Interest Relief from the Federal or Provincial Governments (n=370)**



## 8.2.3 REVISION OF TERMS

As shown in Figure 8.2.3, only 22% of respondents who reported they had difficulties repaying their government student loans indicated they had negotiated alternate loan payments with their lender. Graduates from private colleges programs most frequently requested a revision of their loan terms.

**Figure 8.2.3 Percentage of Respondents Who Negotiated a Revision of Terms with Their Lender (n=370)**




## 8.3 OTHER LOAN SOURCES

Table 8.3 shows that 19% of respondents reported they used other loans, including loans from banks and other financial institutions or family, to finance their post-secondary education. At the time of survey, 31% of those graduates still had outstanding loan balances. The average amount outstanding for males ($13,491) was lower than the average amount for females ($16,062), while the overall average was $14,620.

In 2000-2001, five to six years after graduation, private loan users from Memorial University's undergraduates program still owed an average of $20,876 indicating the high initial loan level of this cohort while private college two-year program graduates (n=15) had repaid their loans in their entirety.

**Table 8.3 Number and Percentage of Respondents Who Borrowed from Other Loan Sources and Average Amount Outstanding Five to Six Years After Graduation by Sector**

| | Respondents with Initial Loans | | Respondents with Outstanding Loans | | | | |
|---|---|---|---|---|---|---|---|
| | # | % of total respondents | # | % of respondents with initial loans | Loan Amount Still Outstanding | | |
| | | | | | Male | Female | Average |
| Memorial Undergraduate | 180 | 35.1 | 68 | 37.8 | $20,728 | $21,008 | $20,876 |
| Memorial Master's | 29 | 18.8 | 10 | 34.5 | .. | .. | .. |
| Public College 1 Year | 74 | 11.6 | 29 | 39.2 | $8,390 | $5,987 | $7,644 |
| Public College 2-3 Year | 97 | 27.9 | 21 | 21.7 | $6,815 | $3,600 | $5,743 |
| Private College 1 Year | 27 | 7.3 | 4 | 14.9 | .. | .. | .. |
| Private College 2 Year | 15 | 7.7 | 0 | 0 | $0 | $0 | $0 |
| **Total** | **422** | **19.0** | **132** | **31.3** | **$13,491** | **$16,062** | **$14,620** |

.. Confidential, low number of respondents.

## CONCLUSION

The findings of the 2000-2001 survey of 1995 graduates, conducted five to six years after graduation, clearly demonstrates that over time and with experience, graduates from all educational sectors are enjoying more positive labour market outcomes.

The 1995 graduates faced many challenges upon graduation. Due to the winding economic situation of the Province, 1996 was a difficult year for the Provincial labour market. This was reflected in the labour market outcomes for graduates - only 68% of graduates had secured jobs at the time of 1996 survey, a full eighteen months after graduation. By 2000, the Provincial unemployment rate had declined to 16.7%, the lowest rate since 1990 and employment had stabilized. The percentage of 1995 graduates reporting employment rose to 86%. Net migration from the Province continued to slow.

A large majority, in particular, the graduates of longer duration programs including Memorial University's undergraduate and master's programs as well as the public college two- and three-year programs, were employed in full-time, training-related jobs and were receiving high wages. The graduates of public and private college shorter duration programs also showed progress in attaching themselves to the labour market, albeit in less permanent, lower paying jobs that may not always have been related to their educational training.

Unfortunately, the gender gap was evident in the labour market outcomes of 1995 graduates. Male graduates generally had more employment in permanent jobs and had higher incomes than their female counterparts.

Over the period 1995 to 2001, 25% of 1995 graduates had undertaken further studies, in large part to secure better jobs or to their current job. Almost one-third of Memorial's undergraduate cohort diversified or augmented their education with a second undergraduate degree, a diploma or certificate, or a master's degree. Many graduates, particularly those from private colleges, took new programs in order to find employment.

Overall, employed graduates were satisfied with their current jobs and the wages they received yet over half (55%) indicated they would be willing to move to improve their job prospects. The rate of employment and the wages received out of the province continued to be higher making greater mobility more attractive.

And finally, 1995 graduates who had accrued government student loan debt to finance their post-secondary studies were making inroads in paying down the debt. While almost 40% had repaid their loans in their entirety, the cohorts with smaller loans (public college) or higher wages (master's) had made the most progress.

# APPENDICES

## Appendix A - Educational Institutions Contacted for Surveys

The following tables contain the post-secondary institutions of the 1995 graduates who provided contact data to Statistics Canada and the Department of Youth Services & Post-Secondary Education.

**University - Undergraduates and Masters**

| Educational Institution | Campus Location | Type of Institution |
|---|---|---|
| Memorial University of Newfoundland | St. John's | University Undergraduate<br>University Masters |
| Memorial University of Newfoundland | Corner Brook | University Undergraduate |

**Public Colleges - One-Year Programs and Two- and Three-Year Programs**

| Educational Institution | Campus Location | Type of Institution |
|---|---|---|
| Cabot College | Bell Island | Public College One-Year |
| Cabot College | Seal Cove | Public College One-Year |
| Cabot College | Parade Street, St. John's | Public College One-Year |
| Cabot College | Prince Philip Drive, St. John's | Public College One-Year<br>Public College Two- and Three-Year |
| Cabot College | Topsail Road, St. John's | Public College One-Year<br>Public College Two- and Three-Year |
| Central College | Baie Verte | Public College One-Year |
| Central College | Gander | Public College One-Year |
| Central College | Grand Falls/Windsor | Public College One-Year |
| Central College | Lewisporte | Public College One-Year |
| Central College | Springdale | Public College One-Year<br>Public College Two- and Three-Year |
| Eastern College | Bonavista | Public College One-Year |
| Eastern College | Burin | Public College One-Year |
| Eastern College | Carbonear | Public College One-Year |

**Public Colleges - One-Year Programs and Two-Year and Three-Year Programs** - Continued

| Educational Institution | Campus Location | Type of Institution |
|---|---|---|
| Eastern College | Clarenville | Public College One-Year |
| Eastern College | Placentia | Public College One-Year |
| Fisheries & Marine Institute of Memorial | Ridge Road, St. John's | Public College One-Year<br>Public College Two- and Three-Year |
| General Hospital School of Nursing | St. John's | Public College Two- and Three-Year |
| Labrador College | Happy Valley-Goose Bay | Public College One-Year |
| Labrador College | Labrador West | Public College One-Year |
| Labrador College | North West River | Public College One-Year |
| Salvation Army Grace General Hospital | St. John's | Public College Two- and Three-Year |
| St. Clare's Mercy Hospital School | St. John's | Public College Two- and Three-Year |
| Western Memorial Regional Hospital | Corner Brook | Public College Two- and Three-Year |
| WestViking College | Bay St. George | Public College One-Year |
| WestViking College | Corner Brook | Public College One-Year<br>Public College Two- and Three-Year |
| WestViking College | Stephenville | Public College One-Year<br>Public College Two- and Three-Year |
| WestViking College | St. Anthony | Public College One-Year<br>Public College Two- and Three-Year |

**Private Colleges - One-Year Programs and Two-Year Programs**

| Educational Institution | Campus Location | Type of Institution |
|---|---|---|
| Academy Canada | Corner Brook | Private College One-Year<br>Private College Two-Year |
| Academy Canada | Harbour Breton | Private College One-Year |
| Academy Canada | St. John's | Private College One-Year<br>Private College Two-Year |
| Academy Canada | Twillingate/Durrell | Private College One-Year |
| Academy of Learning | St. John's | Private College One-Year |
| Avalon Educational Systems | St. Vincent's | Private College One-Year |
| Avalon Professional Driver Training Institute | Upper Island Cove | Private College One-Year |
| Canadian Diver Training Centre Inc. | St. John's | Private College Two-Year |
| Canadian Training Institute | Bay Roberts | Private College One-Year |
| Career Academy | Corner Brook | Private College Two-Year |
| Career Academy | Gander | Private College One-Year |
| Career Academy | Harbour Breton | Private College Two-Year |
| Career Academy | Holyrood | Private College One-Year |
| Career Academy | Little Catalina | Private College Two-Year |
| Career Academy | Higgins Line, St. John's | Private College One-Year<br>Private College Two-Year |
| Career Academy | Topsail Road, St. John's | Private College Two-Year |
| Career Academy | Spaniard's Bay | Private College One-Year<br>Private College Two-Year |
| Centrac Training College | Gander | Private College One-Year |
| Centrac Training College | Grand Falls/Windsor | Private College One-Year |
| Centrac Training College | Marystown | Private College One-Year |
| CompuCollege School of Business | St. John's | Private College One-Year<br>Private College Two-Year |

**Private Colleges - One-Year Programs and Two-Year Programs** - Continued

| Educational Institution | Campus Location | Type of Institution |
|---|---|---|
| CompuCollege School of Business | Stephenville | Private College One-Year<br>Private College Two-Year |
| Corona Training Institute | Grand Falls/Windsor | Private College One-Year |
| Exploits Native Band Training Institute | Grand Falls/Windsor | Private College One-Year |
| Innu Nation | Sheshatshit | Private College One-Year |
| Keyin Technical College | Carbonear | Private College One-Year<br>Private College Two-Year |
| Keyin Technical College | Clarenville | Private College One-Year<br>Private College Two-Year |
| Keyin Technical College | St. John's | Private College One-Year<br>Private College Two-Year |
| Lawrence College | St. John's | Private College One-Year<br>Private College Two-Year |
| LeMoine's School of Hair Design | St. John's | Private College One-Year |
| New Beginnings (Department of Social Services) | St. John's | Private College One-Year |
| Norpen Technical College | Deer Lake | Private College One-Year |
| Provincial Training Inc. | Port Blanford | Private College One-Year |
| Universal Helicopters Newfoundland Ltd. | Labrador | Private College One-Year |

# Appendix B - National Occupation Classification (NOC) Tables

## Memorial University Undergraduates

As shown in Tables 1 and 2, there is an increase in the percentage of Memorial University Undergraduate respondents who indicated they were employed in management occupations, from 6% in 1996 to 10% in 2000. The skill type occupations of Sales and Service, and Business, Finance & Administration had the highest percentages of respondents reporting management occupations. In 1996, Sales & Service had the highest percentage (56%) and Business, Finance & Administration had the next highest percentage (12%), while in 2000 the order was reversed with the highest percentage in Business, Finance & Administration (42%) and Sales & Service was second (35%). With the exception of one respondent, all respondents reporting they were employed in management occupations were working at high skill levels (A and B) in both 1996 and 2000 with an increase from 57% in 1996 to 67% in 2000 in skill level A.

**Appendix B, Table 1 Number of Respondents in 1996 Grouped by Skill Level and Skill Type (NOC) for Management and Non-Management Occupations for Memorial University Undergraduates**

| *1996* | Management | | | | | Non-Management | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| SKILL LEVEL/ SKILL TYPE | A | B | C | D | Total | A | B | C | D | Total |
| 1 - Business, Finance & Administration | 6 | 4 | 0 | 0 | 10 | 45 | 44 | 79 | 0 | 168 |
| 2 - Natural & Applied Sciences | 4 | 0 | 0 | 0 | 4 | 108 | 37 | 1 | 0 | 146 |
| 3 - Health | 9 | 0 | 0 | 0 | 9 | 56 | 5 | 8 | 0 | 69 |
| 4 - Social Science, Education, Government Service & Religion | 2 | 0 | 0 | 0 | 2 | 505 | 55 | 0 | 0 | 560 |
| 5 - Art, Culture, Recreation & Sport | 7 | 0 | 0 | 0 | 7 | 24 | 29 | 0 | 0 | 53 |
| 6 - Sales & Service | 16 | 31 | 0 | 0 | 47 | 0 | 25 | 152 | 55 | 232 |
| 7 - Trades, Transport & Equipment Operators | 1 | 3 | 0 | 0 | 4 | 0 | 12 | 6 | 4 | 22 |
| 8 - Primary Industry | 1 | 0 | 0 | 0 | 1 | 0 | 5 | 5 | 7 | 17 |
| 9 - Processing, Utilities & Manufacturing | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 6 | 1 | 8 |
| Total | 46 | 38 | 0 | 0 | 84 | 738 | 213 | 257 | 67 | 1275 |

**Appendix B, Table 2 Number of Respondents in 2000 Grouped by Skill Level and Skill Type (NOC) for Management and Non-Management Occupations for Memorial University Undergraduates**

| *2000* | Management | | | | | Non-Management | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| SKILL LEVEL/ SKILL TYPE | A | B | C | D | Total | A | B | C | D | Total |
| 1 - Business, Finance & Administration | 12 | 6 | 0 | 0 | 18 | 26 | 22 | 26 | 0 | 74 |
| 2 - Natural & Applied Sciences | 4 | 0 | 0 | 0 | 4 | 75 | 13 | 0 | 0 | 88 |
| 3 - Health | 2 | 0 | 0 | 0 | 2 | 66 | 3 | 1 | 0 | 70 |
| 4 - Social Science, Education, Government Service & Religion | 0 | 0 | 0 | 0 | 0 | 94 | 16 | 0 | 0 | 110 |
| 5 - Art, Culture, Recreation & Sport | 0 | 0 | 0 | 0 | 0 | 14 | 3 | 0 | 0 | 17 |
| 6 - Sales & Service | 8 | 6 | 1 | 0 | 15 | 0 | 9 | 20 | 3 | 32 |
| 7 - Trades, Transport & Equipment Operators | 2 | 1 | 0 | 0 | 3 | 0 | 2 | 3 | 0 | 5 |
| 8 - Primary Industry | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| 9 - Processing, Utilities & Manufacturing | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 3 | 0 | 3 |
| **Total** | **29** | **13** | **1** | **0** | **43** | **275** | **69** | **53** | **3** | **400** |

Overall, there has been an increase in the occupation skill level of this cohort in non-management occupations from 75% in 1996 reporting occupations that normally require university or college education (skill levels A and B) to 86% in 2000. There were a higher percentage of respondents in 2000 than in 1996 for the occupation skill types of Business, Finance & Administration (13% to 19%), Natural & Applied Sciences (11% to 22%), and Health (5% to 18%). There was a corresponding decline from 1996 to 2000 in the occupation skill types of Social Science, Education, Government Service & Religion (44% to 28%), and Sales & Service (18% to 8%) from 1996 to 2000, while there was no change in Art, Culture, Recreation & Sport. There were very few respondents employed in management or non-management occupation skill types of Trades, Transport & Equipment Operators, Primary Industry, and Processing, Utilities & Manufacturing with a decrease from 4% in 1996 to 3% in 2000.

## Memorial University Masters

Tables 3 and 4 show there appears to be no change in the percentage (13%) of Memorial University Masters respondents who indicated they were employed in management occupations in 1996 and 2000. The majority of respondents were working in the occupation skill type of Health with 50% in 1996 and an increase to 67% in 2000. Similar results to the Memorial University Undergraduate respondents, this cohort had, with the exception of one respondent, all respondents reporting they were employed in management occupations working at high skill levels (A) in both 1996 and 2000 with a modest increase from 85% in 1996 to 89% in 2000 in this skill level.

**Appendix B, Table 3 Number of Respondents in 1996 Grouped by Skill Level and Skill Type (NOC) for Management and Non-Management Occupations for Memorial University Masters**

| *1996* | Management | | | | | Non-Management | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| SKILL LEVEL/ SKILL TYPE | A | B | C | D | Total | A | B | C | D | Total |
| 1 - Business, Finance & Administration | 1 | 1 | 0 | 0 | 2 | 6 | 5 | 0 | 0 | 11 |
| 2 - Natural & Applied Sciences | 1 | 0 | 0 | 0 | 1 | 15 | 3 | 0 | 0 | 18 |
| 3 - Health | 10 | 0 | 0 | 0 | 10 | 2 | 0 | 0 | 0 | 2 |
| 4 - Social Science, Education, Government Service & Religion | 3 | 0 | 1 | 0 | 4 | 84 | 5 | 0 | 0 | 89 |
| 5 - Art, Culture, Recreation & Sport | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| 6 - Sales & Service | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 6 | 0 | 8 |
| 7 - Trades, Transport & Equipment Operators | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 |
| 8 - Primary Industry | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| 9 - Processing, Utilities & Manufacturing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 17 | 2 | 1 | 0 | 20 | 109 | 16 | 6 | 0 | 131 |

**Appendix B, Table 4 Number of Respondents in 2000 Grouped by Skill Level and Skill Type (NOC) for Management and Non-Management Occupations for Memorial University Masters**

| *2000* | Management | | | | | Non-Management | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| SKILL LEVEL/ SKILL TYPE | A | B | C | D | Total | A | B | C | D | Total |
| 1 - Business, Finance & Administration | 0 | 1 | 0 | 0 | 1 | 6 | 6 | 2 | 0 | 14 |
| 2 - Natural & Applied Sciences | 1 | 0 | 0 | 0 | 1 | 12 | 2 | 0 | 0 | 14 |
| 3 - Health | 12 | 0 | 0 | 0 | 12 | 1 | 0 | 0 | 0 | 1 |
| 4 - Social Science, Education, Government Service & Religion | 1 | 0 | 0 | 0 | 1 | 75 | 3 | 0 | 0 | 78 |
| 5 - Art, Culture, Recreation & Sport | 1 | 0 | 0 | 0 | 1 | 4 | 1 | 0 | 0 | 5 |
| 6 - Sales & Service | 1 | 1 | 0 | 0 | 2 | 0 | 0 | 3 | 0 | 3 |
| 7 - Trades, Transport & Equipment Operators | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| 8 - Primary Industry | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9 - Processing, Utilities & Manufacturing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Total** | **16** | **2** | **0** | **0** | **18** | **98** | **14** | **5** | **0** | **117** |

There is a very minor increase in the occupation skill level A (university education) of this cohort in non-management occupations from 83.2% in 1996 to 83.8% in 2000. There is not a substantial increase in skill levels from 1996 to 2000 in management or non-management occupation skill levels likely since they are already at a high skill level when they graduated with a graduate degree (Masters) in 1995. There are modest gains in the percentage of respondents from 1996 to 2000 in the occupation skill types of Business, Finance & Administration (8% to 12%) and Art, Culture, Recreation & Sport (2% to 4%). There were similar declines in Natural & Applied Sciences (14% to 12%), and Sales & Service (6% to 3%) from 1996 to 2000. There were very little changes in the percentage employed in Health (1% or less) and Social Science, Education, Government Service & Religion. There were very few respondents employed in management or non-management occupation skill types of Trades, Transport & Equipment Operators, Primary Industry, and Processing, Utilities & Manufacturing with a decrease from less than 1% in 1996 to 0% in 2000.

## Public College One-Year Programs

There was no change in the percentage (4%) of Public College One-Year Program respondents who indicated they were employed in management occupations in 1996 and 2000 (Tables 5 and 6). The majority of respondents were working in the occupation skill type of Sales and Service both in 1996 (86%) and a decrease in 2000 (67%). There is a general improvement in skill levels from 1996 to 2000 where there are no respondents reporting they are employed in an occupation with skill level C and there is an increase of 14% in skill level A from 1996 to 2000.

**Appendix B, Table 5 Number of Respondents in 1996 Grouped by Skill Level and Skill Type (NOC) for Management and Non-Management Occupations for Public College One-Year Programs**

| *1996* | Management | | | | | Non-Management | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| SKILL LEVEL/ SKILL TYPE | A | B | C | D | Total | A | B | C | D | Total |
| 1 - Business, Finance & Administration | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 37 | 0 | 43 |
| 2 - Natural & Applied Sciences | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 0 | 0 | 14 |
| 3 - Health | 0 | 0 | 0 | 0 | 0 | 0 | 53 | 3 | 0 | 56 |
| 4 - Social Science, Education, Government Service & Religion | 0 | 0 | 0 | 0 | 0 | 3 | 13 | 0 | 0 | 16 |
| 5 - Art, Culture, Recreation & Sport | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| 6 - Sales & Service | 0 | 12 | 7 | 0 | 19 | 0 | 72 | 47 | 51 | 170 |
| 7 - Trades, Transport & Equipment Operators | 2 | 0 | 0 | 0 | 2 | 0 | 140 | 38 | 31 | 209 |
| 8 - Primary Industry | 0 | 0 | 0 | 0 | 0 | 1 | 19 | 13 | 11 | 44 |
| 9 - Processing, Utilities & Manufacturing | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 24 | 12 | 36 |
| **Total** | **3** | **12** | **7** | **0** | **22** | **4** | **319** | **162** | **105** | **590** |

**Appendix B, Table 6 Number of Respondents in 2000 Grouped by Skill Level and Skill Type (NOC) for Management and Non-Management Occupations for Public College One-Year Programs**

| *2000* | Management | | | | | Non-Management | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| SKILL LEVEL/ SKILL TYPE | A | B | C | D | Total | A | B | C | D | Total |
| 1 - Business, Finance & Administration | 2 | 0 | 0 | 0 | 2 | 7 | 27 | 51 | 0 | 85 |
| 2 - Natural & Applied Sciences | 1 | 0 | 0 | 0 | 1 | 18 | 45 | 0 | 0 | 63 |
| 3 - Health | 1 | 0 | 0 | 0 | 1 | 2 | 30 | 5 | 0 | 37 |
| 4 - Social Science, Education, Government Service & Religion | 0 | 0 | 0 | 0 | 0 | 9 | 8 | 0 | 0 | 17 |
| 5 - Art, Culture, Recreation & Sport | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 8 |
| 6 - Sales & Service | 0 | 12 | 0 | 0 | 12 | 0 | 32 | 42 | 33 | 107 |
| 7 - Trades, Transport & Equipment Operators | 1 | 1 | 0 | 0 | 2 | 0 | 82 | 26 | 6 | 114 |
| 8 - Primary Industry | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 7 | 4 | 26 |
| 9 - Processing, Utilities & Manufacturing | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 26 | 15 | 48 |
| **Total** | **5** | **13** | **0** | **0** | **18** | **40** | **250** | **157** | **58** | **505** |

There has been an increase in the occupation skill level of this cohort in non-management occupations from 55% in 1996 reporting occupations that normally require university or college education (skill levels A and B) to 57% in 2000. There is a larger difference when looking at the progression from 1996 to 2000 of skill level A alone, an increase of 7%. There are gains in the percentage of respondents in the occupation skill types of Business, Finance & Administration (7% to 17%), Natural & Applied Sciences (2% to 12%), and Processing, Manufacturing & Utilities (6% to 10%) in 2000 as compared to 1996, while there were losses in the percentage of respondents in the occupation skill types of Health (9% to 7%), Sales & Service (29% to 21%), Trades, Transport & Equipment Operators (35% to 23%) and Primary Industry (7% to 5%). There were little changes (1% and less) in Social Science, Education, Government Service & Religion and Art, Culture, Recreation & Sport from 1996 to 2000.

## Public College Two- and Three-Year Programs

There was a modest increase in the percentage of Public College Two- and Three-Year Program respondents reporting they were employed in management of 4% in 1996 to 5% in 2000 (Tables 7 and 8). The skill type occupations of Sales and Service had the highest percentage in management occupations with 62% in 1996 and 50% in 2000. There were a higher percentage of respondents in the occupation skill types of Natural & Applied Sciences (3% to 13%), and Trades, Transport & Equipment Operators (3% to 25%) in 2000 than in 1996. There was a decline in the occupation skill types of Business, Finance & Administration (17% to 6%), Social Science, Education, Government Service & Religion (3% to 0%), Sales & Service (62% to 50%), and Processing, Manufacturing & Utilities (10% to 6%) from 1996 to 2000. All respondents employed in management occupations were working at high skill levels (A and B) in both 1996 and 2000 with an increase from 31% in 1996 to 50% in 2000 in skill level A.

**Appendix B, Table 7 Number of Respondents in 1996 Grouped by Skill Level and Skill Type (NOC) for Management and Non-Management Occupations for Public College Two- and Three-Year Programs**

| *1996* | Management | | | | | Non-Management | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **SKILL LEVEL/ SKILL TYPE** | **A** | **B** | **C** | **D** | **Total** | **A** | **B** | **C** | **D** | **Total** |
| **1 - Business, Finance & Administration** | 1 | 4 | 0 | 0 | 5 | 4 | 62 | 99 | 0 | 165 |
| **2 - Natural & Applied Sciences** | 1 | 0 | 0 | 0 | 1 | 38 | 122 | 0 | 0 | 160 |
| **3 - Health** | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 1 | 0 | 27 |
| **4 - Social Science, Education, Government Service & Religion** | 1 | 0 | 0 | 0 | 1 | 9 | 23 | 0 | 0 | 32 |
| **5 - Art, Culture, Recreation & Sport** | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 0 | 0 | 7 |
| **6 - Sales & Service** | 3 | 15 | 0 | 0 | 18 | 0 | 19 | 86 | 45 | 150 |
| **7 - Trades, Transport & Equipment Operators** | 0 | 1 | 0 | 0 | 1 | 0 | 58 | 6 | 12 | 76 |
| **8 - Primary Industry** | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 4 | 2 | 13 |
| **9 - Processing, Utilities & Manufacturing** | 3 | 0 | 0 | 0 | 3 | 0 | 5 | 15 | 9 | 29 |
| **Total** | **9** | **20** | **0** | **0** | **29** | **54** | **326** | **211** | **68** | **659** |

**Appendix B, Table 8 Number of Respondents in 2000 Grouped by Skill Level and Skill Type (NOC) for Management and Non-Management Occupations for Public College Two- and Three-Year Programs**

| *2000* | Management | | | | | Non-Management | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| SKILL LEVEL/ SKILL TYPE | A | B | C | D | Total | A | B | C | D | Total |
| 1 - Business, Finance & Administration | 1 | 0 | 0 | 0 | 1 | 10 | 18 | 33 | 0 | 61 |
| 2 - Natural & Applied Sciences | 2 | 0 | 0 | 0 | 2 | 35 | 38 | 0 | 0 | 73 |
| 3 - Health | 0 | 0 | 0 | 0 | 0 | 63 | 9 | 2 | 0 | 74 |
| 4 - Social Science, Education, Government Service & Religion | 0 | 0 | 0 | 0 | 0 | 9 | 1 | 0 | 0 | 10 |
| 5 - Art, Culture, Recreation & Sport | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4 |
| 6 - Sales & Service | 2 | 6 | 0 | 0 | 8 | 0 | 9 | 16 | 3 | 28 |
| 7 - Trades, Transport & Equipment Operators | 2 | 2 | 0 | 0 | 4 | 0 | 29 | 8 | 0 | 37 |
| 8 - Primary Industry | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 3 |
| 9 - Processing, Utilities & Manufacturing | 1 | 0 | 0 | 0 | 1 | 0 | 6 | 9 | 5 | 20 |
| **Total** | **8** | **8** | **0** | **0** | **16** | **117** | **116** | **68** | **9** | **310** |

Overall, there has been a substantial increase in the occupation skill level of this cohort in non-management occupations from 58% in 1996 reporting occupations that normally require university or college education (skill levels A and B) to 75% in 2000. There were a higher percentage of respondents in the occupation skill types of Health (14% to 24%), and Processing, Manufacturing & Utilities (4% to 6%) in 2000 than there were in 1996. Nurses were not surveyed in 1996 by the Department of Youth Services and Post-Secondary Education which likely accounts for the large increase in the Health sector. There was a corresponding decline in the occupation skill types of Business, Finance & Administration (25% to 20%), Social Science, Education, Government Service & Religion (5% to 3%), Sales & Service (23% to 9%), and Primary Industry (2% to 1%) from 1996 to 2000. There was no change in Natural & Applied Sciences, and Art, Culture, Recreation & Sport from 1996 to 2000.

## Private College One-Year Programs

As shown in Tables 9 and 10, there is an increase in the percentage of Private College One-Year Program respondents who indicated they were employed in management occupations, from 4% in 1996 to 5% in 2001. The skill type occupation of Sales and Service had the highest percentage of respondents reporting management occupations with 94% in 1996 decreasing to 57% in 2001. There is greater diversification in 2001 in the skill types with only two skill types represented in 1996 increasing to six skill types in 2001. There was an improvement in the skill levels reported by respondents employed in management occupations. In 1996, there were 39% in skill level C whereas there were no respondents reporting skill level C in 2001. There was an increase in skill level A (university education) from 17% in 1996 to 57% in 2001.

**Appendix B, Table 9 Number of Respondents in 1996 Grouped by Skill Level and Skill Type (NOC) for Management and Non-Management Occupations for Private College One-Year Programs**

| *1996* | Management | | | | | Non-Management | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| SKILL LEVEL/ SKILL TYPE | A | B | C | D | Total | A | B | C | D | Total |
| 1 - Business, Finance & Administration | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 95 | 0 | 121 |
| 2 - Natural & Applied Sciences | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 0 | 0 | 20 |
| 3 - Health | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 3 | 0 | 8 |
| 4 - Social Science, Education, Government Service & Religion | 0 | 0 | 0 | 0 | 0 | 4 | 13 | 0 | 0 | 17 |
| 5 - Art, Culture, Recreation & Sport | 0 | 0 | 0 | 0 | 0 | 2 | 9 | 0 | 0 | 11 |
| 6 - Sales & Service | 0 | 10 | 7 | 0 | 17 | 0 | 43 | 99 | 73 | 215 |
| 7 - Trades, Transport & Equipment Operators | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 26 | 14 | 68 |
| 8 - Primary Industry | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 7 | 4 | 19 |
| 9 - Processing, Utilities & Manufacturing | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 28 | 14 | 42 |
| Total | 1 | 10 | 7 | 0 | 18 | 7 | 151 | 258 | 105 | 521 |

**Appendix B, Table 10 Number of Respondents in 2001 Grouped by Skill Level and Skill Type (NOC) for Management and Non-Management Occupations for Private College One-Year Programs**

| *2001* | Management | | | | | Non-Management | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **SKILL LEVEL/ SKILL TYPE** | **A** | **B** | **C** | **D** | **Total** | **A** | **B** | **C** | **D** | **Total** |
| **1 - Business, Finance & Administration** | 1 | 0 | 0 | 0 | 1 | 0 | 25 | 27 | 0 | 52 |
| **2 - Natural & Applied Sciences** | 1 | 0 | 0 | 0 | 1 | 3 | 12 | 0 | 0 | 15 |
| **3 - Health** | 2 | 0 | 0 | 0 | 2 | 1 | 5 | 2 | 0 | 8 |
| **4 - Social Science, Education, Government Service & Religion** | 0 | 0 | 0 | 0 | 0 | 7 | 6 | 0 | 0 | 13 |
| **5 - Art, Culture, Recreation & Sport** | 1 | 0 | 0 | 0 | 1 | 1 | 4 | 0 | 0 | 5 |
| **6 - Sales & Service** | 2 | 6 | 0 | 0 | 8 | 0 | 14 | 44 | 25 | 83 |
| **7 - Trades, Transport & Equipment Operators** | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 14 | 4 | 34 |
| **8 - Primary Industry** | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 6 | 1 | 15 |
| **9 - Processing, Utilities & Manufacturing** | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 14 | 4 | 19 |
| **Total** | **8** | **6** | **0** | **0** | **14** | **12** | **91** | **107** | **34** | **244** |

There has been an increase in the occupation skill level of this cohort in non-management occupations that normally required university or college education (skill levels A and B) from 30% in 1996 to 42% in 2001. This trend was apparent in all occupational levels. There are slight gains in the occupation skill types of Natural & Applied Sciences (4% to 6%), Health (2% to 3%), Social Science, Education, Government Service & Religion (3% to 5%), and Primary Industry (4% to 6%) from 1996 to 2001. There was a decline in the percentage of respondents reporting occupation skill type of Sales and Service from 1996 (41%) to 2001 (34%). There were very little changes in Art, Culture, Recreation & Sport, Trades, Transport & Equipment Operators, and Processing, Utilities & Manufacturing (all less than 1%).

## Private College Two-Year Programs

There was no change in the percentage (4%) of Private College Two-Year Program respondents reporting they were employed in management occupations from in 1996 to 2001 (Tables 11 and 12). All of the managers in 1996 were in the skill type Sales & Service; however, there was greater diversification in 2001 where five skill types are represented and there are no respondents working in Sales & Service occupations. While the numbers are very small, there is still a trend evident that the Private College Two-Year Program respondents in management positions are working at high skill levels in 2001 (60% in A) compared to 0% in 1996.

**Appendix B, Table 11 Number of Respondents in 1996 Grouped by Skill Level and Skill Type (NOC) for Management and Non-Management Occupations for Private College Two-Year Programs**

| *1996* | Management | | | | | Non-Management | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| SKILL LEVEL/ SKILL TYPE | A | B | C | D | Total | A | B | C | D | Total |
| 1 - Business, Finance & Administration | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 81 | 0 | 111 |
| 2 - Natural & Applied Sciences | 0 | 0 | 0 | 0 | 0 | 5 | 20 | 0 | 0 | 25 |
| 3 - Health | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 18 | 0 | 19 |
| 4 - Social Science, Education, Government Service & Religion | 0 | 0 | 0 | 0 | 0 | 11 | 14 | 0 | 0 | 25 |
| 5 - Art, Culture, Recreation & Sport | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 2 |
| 6 - Sales & Service | 0 | 8 | 5 | 0 | 13 | 0 | 25 | 73 | 32 | 130 |
| 7 - Trades, Transport & Equipment Operators | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 3 | 1 | 14 |
| 8 - Primary Industry | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| 9 - Processing, Utilities & Manufacturing | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 10 | 2 | 16 |
| **Total** | **0** | **8** | **5** | **0** | **13** | **17** | **105** | **186** | **35** | **343** |

**Appendix B, Table 12 Number of Respondents in 2001 Grouped by Skill Level and Skill Type (NOC) for Management and Non-Management Occupations for Private College Two-Year Programs**

| *2001* | Management | | | | | Non-Management | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **SKILL LEVEL/ SKILL TYPE** | **A** | **B** | **C** | **D** | **Total** | **A** | **B** | **C** | **D** | **Total** |
| **1 - Business, Finance & Administration** | 0 | 1 | 0 | 0 | 1 | 1 | 16 | 27 | 0 | 44 |
| **2 - Natural & Applied Sciences** | 1 | 0 | 0 | 0 | 1 | 3 | 8 | 0 | 0 | 11 |
| **3 - Health** | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 7 | 0 | 10 |
| **4 - Social Science, Education, Government Service & Religion** | 0 | 0 | 0 | 0 | 0 | 2 | 7 | 0 | 0 | 9 |
| **5 - Art, Culture, Recreation & Sport** | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| **6 - Sales & Service** | 0 | 1 | 0 | 0 | 1 | 0 | 5 | 13 | 16 | 34 |
| **7 - Trades, Transport & Equipment Operators** | 1 | 0 | 0 | 0 | 1 | 0 | 5 | 4 | 2 | 11 |
| **8 - Primary Industry** | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4 |
| **9 - Processing, Utilities & Manufacturing** | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 9 | 3 | 12 |
| **Total** | **3** | **2** | **0** | **0** | **5** | **7** | **48** | **60** | **21** | **136** |

There has been an increase in the occupation skill level of this cohort in non-management occupations from 36% in 1996 reporting occupations that normally require university or college education (skill levels A and B) to 40% in 2001. This trend was apparent in all occupation skill types. There were a higher percentage of respondents in the occupation skill types of Trades, Transport & Equipment Operators (4% to 8%), Primary Industry (less than 1% to 3%), and Processing, Manufacturing & Utilities (5% to 9%) in 2001 than in 1996. There was a decline in the occupation skill type of Sales & Service (38% to 25%) from 1996 to 2001. There was little change (1% and less) in Natural & Applied Sciences, Social Science, Education, Government Service & Religion, and Health in 1996 and 2001. There was no change in Business, Finance & Administration.

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## Appendix D - Survey Used

1. According to records provided for this survey, you graduated in 1995 ___ Y/N
   from (INSERT INSTITUTION NAME) ___ Y/N
   and received a degree/diploma/certificate in: (INSERT DIPLOMA NAME) ___ Y/N

2. Has your named changed from (NAME ON SURVEY) ___ Y/N
   (Enter new name - first name followed by surname) _____

First I have some questions about your current labour market situation.

3. At this present time, are you... (READ LIST) ___
   1. employed, either full-time, part-time, or self-employed
   2. unemployed
   3. enrolled in an education or training program
      (NOTE: if employed and a part-time student, enter as EMPLOYED)
   4. employed but temporarily laid off/on leave
   5. at home (and out of the labour market)
   6. disabled (and out of the labour market), or
   7. other? (specify:) _____

4. Did you have more than one job or business last week? ___ Y/N

5. Last week, was your job with (EMPLOYER FROM LAST SURVEY)? ___ Y/N

6. Have you held a job with (EMPLOYER FROM LAST SURVEY) continuously since June 1997? (Include time off for illness, vacation, maternity/paternity leave, labour disputes or temporary layoffs as continuous employment.) ___ Y/N

7. In what year and month did you end the job with (EMPLOYER FROM LAST SURVEY)?
   MONTH _____ YEAR _____

8. You had reported you were working in June 1997 with (EMPLOYER FROM LAST SURVEY) as a (POSITION FROM LAST SURVEY). Since then, have the kind of work activities or duties you do changed?
   ___ Y/N

We would like you to answer the following questions in reference to your main job, that is, the one at which you worked the most number of hours.

9. Was your job last week with (EMPLOYER FROM LAST SURVEY) your main job? ___ Y/N

   or

   For whom did you work at your job last week? (Name of business, government department or agency, or person.)
   _____

   or

   For whom do you usually work? (Name of business, government department or agency, or person.)
   _____

10. When do you expect to return to this job? MONTH _____ YEAR _____

11. What kind of business, industry or service is this? (Get full description: e.g. elementary school, municipal government, retail store.) _____

12. What kind of work do you do at this job? (Get full description: e.g. teacher, manager of a research station, salesperson) _____

13. In this work, what were your most important activities or duties? (Get full description: e.g. teaching geography, managing personnel, selling shoes.) _____

14. In what year and month did you start working for your current employer? MONTH _____ YEAR _____

15. Was the educational program you completed in 1995 intended to prepare you for this job? ___ Y/N

16. Are you.... 1. self-employed, or
2. a salaried employee? ___

17. What main method did you use to find this job? ___
1. responded to newspaper/internet ad
2. on my own initiative sent out applications/resumes
3. on-campus recruitment campaign/job posting
4. approached or contacted directly by employer/head hunter
5. personal connections (relatives, friends, business contacts)
6. registered with an employment agency
7. company transfer or assignment
8. other (specify:) _____

18. Is this job... 1. permanent
2. temporary
3. seasonal? ___

19. In the past 12 months, how many weeks have you worked at this (INSERT TYPE OF JOB FROM PREVIOUS PAGE) job? ___

20. When you were selected for this job, what level of education was needed to get the job? ___
1. no qualifications specified
2. some high school
3. high school diploma/certificate
4. some post-secondary education (level not specified)
5. some trade/vocational or college
6. trade/vocational or college diploma/certificate
7. some university
8. university diploma/certificate
9. university degree (level not specified)
10. bachelor's degree
11. degree greater than bachelor's
12. other (specify:) _____

21. Did the employer specify that related work experience was essential for that job? ___ Y/N

22. Considering your experience, education and training, do you feel that you are overqualified for your current job?
___ Y/N

23. How closely is your current job related to your education and training? Is it... ___
1. closely related
2. somewhat related, or
3. not related at all?

24. Considering all aspects of your job, how satisfied were you with it? Would you say you were... ___
1. very satisfied
2. satisfied
3. dissatisfied, or
4. very dissatisfied?

25. Considering the duties and responsibilities of that job, how satisfied were you with the money you made? Would you say you were... ___
1. very satisfied
2. satisfied
3. dissatisfied, or
4. very dissatisfied?

26. Does this job provide...
___ extended health care benefits? (not covered by provincial/territorial health insurance)
___ a dental plan?
___ retirement plan benefits?
___ paid vacation?
___ sick leave benefits?

27. Will you usually work 30 or more hours per week at your current job? ___ Y/N

28. What is the main reason you will usually work less than 30 hours per week? ___
1. in school full-time or part-time
2. personal or family responsibilities
3. employer only offering less than 30 hours
4. did not want a full-time job
5. health problems or disability
6. other (specify:) _____

29. What is your approximate gross yearly wages for the year 2000? $_____
(As reported for income tax purposes before taxes and other deductions.)

30. What is your hourly wage? $_____

31. Would you move to another city or town to improve your job or career prospects? ___ Y/N

32. What is the main reason you would not move? ___
    1. personal or family responsibilities
    2. social, cultural or linguistic reasons
    3. cost of living elsewhere
    4. moving expenses too prohibitive
    5. no guarantee of finding work elsewhere
    6. education/professional recognition
    7. other (specify:) _____

33. In the past four weeks, have you looked for another job? ___ Y/N

34. Do you want another job to replace your current job or serve as an additional job? ___
    1. replace
    2. additional
    3. either

35. Why have you been looking for another job?
    (ENTER UP TO FOUR ANSWERS) ___ (First) ___ (Second) ___ (Third) ___ (Fourth)
    1. want more work hours
    2. want less work hours
    3. want job that better corresponds with qualifications/training
    4. want better paying job
    5. want job closer to home
    6. want better working conditions
    7. want job in another region
    8. worried about losing current job
    9. other (specify:) _____

36. In total, how many different positions or jobs have you been employed in, including self-employment, since graduating in 1995? ___

37. How many of these jobs do you consider to be full-time, that is, more than 30 hours a week? ___

38. Were you looking for a job last week? ___ Y/N

39. What did you do in the past four weeks to look for a job? ___
    1. consulted a public employment office
    2. consulted a private employment office
    3. placed or answered job ads
    4. looked at job ads
    5. contacted employers directly
    6. checked with family and friends
    7. searched on internet
    8. nothing
    9. other (specify:) _____

40. What was the main reason you did not look for a job last week? ___
    1. in school full-time or part-time
    2. personal or family responsibilities
    3. no longer interested in finding a job
    4. waiting for a recall (to a former job)
    5. has already found a new job
    6. waiting for replied to employer
    7. could not find the kind of job wanted
    8. discouraged with looking
    9. health problems or disability
    10. other (specify:) _____

Now I would like to ask you some questions about your educational or training activities since you graduated in 1995.

41. You have indicated that you are currently enrolled in an education or training program. Is this the only education or training program you have taken since graduating in 1995? ___ Y/N

42. Have you completed any further education or training programs since you graduated in 1995? ___ Y/N

In the next series of questions, I require that you answer these questions referring to the most significant education or training program you have taken since you graduated in 1995.

43. What is (was) the name of the institution? _____
    Campus location? _____
    Program name? _____

44. Regarding these studies, did you attend.... ___
    1. full-time
    2. part-time, or
    3. combination of both?

45. When did you start this program? MONTH _____ YEAR _____

46. When did you complete this program? MONTH _____ YEAR _____
    **or**
    When do expect to complete this program? MONTH _____ YEAR _____

47. What type of certificate, diploma or degree is it? ___
    1. diploma/certificate from a college program, or below bachelor's level
    2. registered apprenticeship
    3. bachelor's degree
    4. degree higher than bachelor's level
    5. other (specify:) _____

48. What was the main reason you took this program? ___
    1. to get a job
    2. to get a better/another job
    3. to keep a job
    4. to do my present job better
    5. to earn more
    6. prerequisite for further education
    7. it is part of a certificate, diploma, degree or license program
    8. for general self-improvement
    9. other (specify:) _____

49. Do you intend to take further studies? ___ Y/N

50. Regarding these further studies, will you be attending... ___
    1. full-time
    2. part-time, or
    3. combination of both?

51. What is the name of the institution you would be attending? _____
    Campus location? _____
    Program name? _____

The next few questions are about student loans and finances for all your postsecondary education to date.

52. What were your main sources of funding for your postsecondary education?
    (INSERT Y/N FOR ALL THAT APPLY) (MULTIPLE ANSWERS ALLOWED)
    __ 1. scholarships or bursaries
    __ 2. assistance or grants from government other than student loans
    __ 3. Workers' Compensation
    __ 4. government student loans (Federal and Provincial)
    __ 5. other types of loans (includes credit cards, bank loans, etc.)
    __ 6. work-term employment
    __ 7. employment during the school year (not work-term)
    __ 8. employment during the summer months (not work-term)
    __ 9. HRDC/UIC/EI/TAGS/Manpower
    __ 10. Social Assistance
    __ 11. parents
    __ 12. Band Association
    __ 13. personal savings
    __ 14. employer assistance or loans
    __ 15. other (specify:) _____

53. Did you receive loans through ... ___
    1. Canada Student Loans ONLY
    2. provincial student loans ONLY, or
    3. both?

54. How much did you borrow through government student loans? $_____

55. How much do you NOW owe for all your government student loans? $_____

56. Have you had any difficulties in repaying all your government student loans? ___ Y/N

57. Did you receive assistance in the form of interest relief from federal or provincial governments? ___ Y/N

58. Did you negotiate decreased government student loan payments with your lender? ___ Y/N

59. Altogether, how much did you borrow from all other sources? $_____

60. How much in total do you NOW owe on these loans from other sources? $_____

Now, just before we end ... a few questions about you so that we can compare the experiences of different groups of graduates...again no personal information will ever be reported.

61. What is your current marital status? ___
    1. married
    2. living common-law
    3. single (never married)
    4. widow/widower
    5. separated
    6. divorced

62. Do you have any dependent children? ___ Y/N

The last item we have to do in this survey is to collect up-to-date contact information in case there are other follow-up surveys on the people who received their diplomas/certificates in 1995.

63. Just to make sure that we have the most recent information, and to make sure that our records are correct, could I have your current telephone number, beginning with the area code? ____ - ____ - ____
    and may I have the address for your current residence
    Street or Postal Box or Route: _____
    City/Town: _____
    Province: ___
    01 Newfoundland 02 Prince Edward Island 03 Nova Scotia 04 New Brunswick
    05 Quebec 06 Ontario 07 Manitoba 08 Saskatchewan
    09 Alberta 10 British Columbia 11 Yukon 12 Nunavut
    13 Northwest Territories 14 Other _____
    Postal Code: _____

64. Is this address the same as your permanent residence? ___ Y/N

65. May I have your permanent residence address?
    Street or Postal Box or Route: _____
    City/Town: _____
    Province: ___
        01 Newfoundland 02 Prince Edward Island 03 Nova Scotia 04 New Brunswick
        05 Quebec 06 Ontario 07 Manitoba 08 Saskatchewan
        09 Alberta 10 British Columbia 11 Yukon 12 Nunavut
        13 Northwest Territories 14 Other _____
    Postal Code: _____

66. And could you please identify someone who we could contact if you move? We will contact this person only to obtain your new address or telephone number. _____
    And their current telephone number, beginning with the area code? ____ - ____ - ____

That's all the questions we have. Thanks very much for your time. We really appreciate your help.

Respondent's Gender: ___
    1. FEMALE
    2. MALE

Your comments and suggestions are welcome.
Please direct any inquiries regarding this report to:

Department of Youth Services
and Post-Secondary Education

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